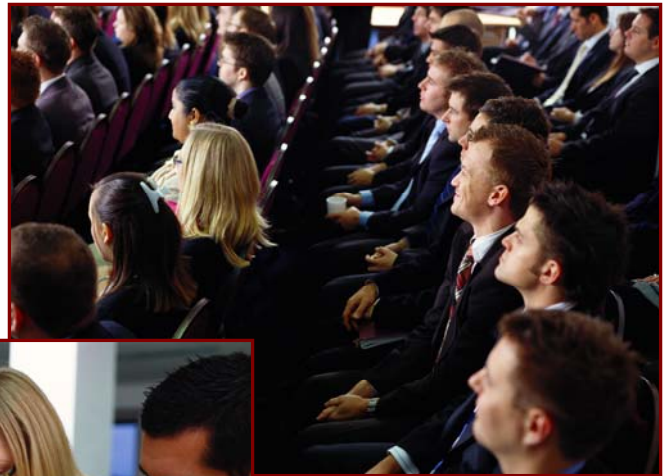


EARLY CAREER FORUM

Planning & Best Practices Guide



EARLY CAREER FORUM---CONTENTS

LIST OF ACRONYMS	8
THE ASME MISSION AND VISION	9
INTRODUCTION AND OBJECTIVE.....	9
<i>Best Practices Tips.....</i>	<i>10</i>
<i>Purpose</i>	<i>10</i>
<i>ECE Market Research.....</i>	<i>10</i>
<i>What is an ECF?.....</i>	<i>12</i>
<i>Benefits of ECF Expansion</i>	<i>13</i>
<i>Benefits of the ECF for the Sponsoring Units.....</i>	<i>14</i>
SPONSORING UNIT AND FUNDING.....	15
<i>Local Program Committee (LPC) Identification</i>	<i>15</i>
<i>ECF Benefits and Duties for Sponsoring Units</i>	<i>15</i>
<i>Funding and Corporate Support.....</i>	<i>15</i>
<i>Sources of Funding</i>	<i>16</i>
Merit Funding	16
Corporate Financial Support	16
College and University Support.....	16
Custodial Account.....	16
Conference Budget.....	17
In-Kind Contributions	17
PLANNING AN ECF	17
<i>Getting Started.....</i>	<i>17</i>
<i>Making a Plan.....</i>	<i>18</i>

<i>Planning the Schedule</i>	18
<i>Setting the Attendance Goal</i>	19
Estimating Attendance	19
<i>ECF Format</i>	20
Content and Presentation	20
Panel Discussions: General Format	21
Panel Discussions: View from the Top.....	22
Panel Discussions: Career Paths	22
Handouts	23
Speaker Biographies and Name Cards.....	23
<i>Identifying ECF Topics</i>	23
<i>Recruiting Speakers</i>	24
Keynote	25
Invitation	25
Availability Onsite	25
<i>Venue, Catering, and Equipment Needs</i>	26
Venue Selection	26
Caterer Selection	26
Room Set-up	26
Typical Audio-Visual Equipment Needs	27
Other Considerations	27
Venue Confirmation.....	28
<i>Assessment and Evaluation</i>	28

Wrap-up	28
Close-out	28
MARKETING, PROMOTING, AND ADVERTISING	29
<i>Marketing Launch</i>	29
<i>Web site</i>	30
<i>The Program Brochure and Distribution</i>	30
Design and Production.....	30
Brochure Distribution	30
<i>International Publicity</i>	31
<i>Local Publicity</i>	31
BUDGETING AND FINANCE	32
<i>Revenue Estimation</i>	33
<i>Expense Estimation</i>	33
Printing and Postage Expenses	33
Outside Promotion Expenses	34
Venue, Catering, and Equipment Expenses.....	34
Speaker Honorarium and Travel Expenses.....	34
ECF LOGISTICS.....	35
<i>Physical Layout</i>	35
<i>On-site Assignments</i>	35
<i>Registration</i>	35
<i>The Moderator/Running the Show</i>	36
<i>Post-ECF Recap Meeting</i>	37
OUTREACH DEVELOPMENT	37

<i>ECF Attendee Evaluation Form</i>	37
<i>Thank-You Letters</i>	37
<i>Maintaining Dialogue with Attendees</i>	37
<i>Feedback to ASME Centers Staff</i>	38
CONTINUING INVOLVEMENT: OUTREACH DEVELOPMENT	39
<i>Employment Assistance Activities</i>	39
Dinner Meetings.....	39
Mechanical Engineering Career Displays (MECD)	39
<i>Local Plant Tours</i>	39
<i>Bulletins</i>	39
<i>Senior and Student Section Synergy</i>	40
<i>The Need to Support ASME</i>	40
VALUE-ADDED ECF COMPONENTS: OPTIONAL ACTIVITIES	41
<i>Innovation Design Competition: Target Audience of Engineering Students</i>	41
<i>Career Fair or Career Expo: Target Audience of Early Career to Mid-Career</i>	41
<i>Video and Digital Content to Reach a Wider Audience</i>	42
EARLY CAREER FORUM: APPENDIX	43
<i>Appendix A: ECF (Project Team)</i>	44
<i>Appendix B: Sponsorship Letter Sample</i>	45
<i>Appendix C: Speaker Biography Sample</i>	49
<i>Appendix D: Recommended Schedule of Activities</i>	50
<i>Appendix E: ECF Topics and Themes</i>	51
ECF General Themes	51
Past ECF Professional Development Topics	51

Suggested Program Topics	52
<u>Job Opportunities</u>	52
<u>Career Advancement Strategies</u>	52
<u>Education/Training Issues</u>	53
<u>Personal Development</u>	53
<u>Technical Information</u>	53
<i>Appendix F: Topic Survey Sample</i>	54
<i>Appendix G: Speaker Invitation Sample</i>	55
<i>Appendix H: Meeting Room Set-up Styles</i>	56
<i>Appendix I: Evaluation Form Sample</i>	57
<i>Appendix J: Invitation Sample</i>	58
Standard Mail Sample	58
E-Mail Invite for Local Societies and Organizations Sample	59
<i>Appendix K: Event Script Sample</i>	60
<i>Appendix L: The Innovation Design Competition Event Description Sample</i>	61
<i>Appendix M: The Innovation Design Competition Proposal Sample</i>	62
<i>Appendix N: Certificates of Appreciation Layout Sample</i>	66
<i>Appendix O: ECF Format Sample</i>	67
<i>Appendix P: Press Release Sample</i>	68
<i>Appendix R: Closing Report and Spreadsheet Sample</i>	70
ECF Closing Report to CECD Sample	70
Spreadsheet Sample	71
<i>Appendix S: Thank-you Letters Sample</i>	73
Internal Assistance Letter Sample	73

Letter to Speaker Sample 74

Follow-Up Letter to ECF Attendees Sample 75

Appendix T: ECF Grant Funding for ASME Units and Sectors..... 76

LIST OF ACRONYMS

Used in this guide

ASAE	American Society of Association Executives
ASME	American Society of Mechanical Engineers
CECD	Committee on Early Career Development
COE	Council on Engineering
CPDPE	Center for Professional Development, Practice & Ethics
ECE	Early Career Engineer
ECEC	Early Career Engineers Committee
ECF	Early Career Forum
FE	Fundamentals of Engineering
IMECE	International Mechanical Engineering Congress and Exposition
LPC	Local Program Committee
MECD	Mechanical Engineering Career Display
PE	Professional Engineer
PPC	Professional Practice Curriculum
YEF	Young Engineers Forum
PDHs	Professional Development Hours

THE ASME MISSION AND VISION

The American Society of Mechanical Engineers (ASME) is dedicated to the vision of being the premier organization for promoting the art, science, and practice of mechanical and multidisciplinary engineering and allied sciences to the diverse communities throughout the world.

ASME's mission is to promote and enhance the technical competency and professional well-being of its members, and through quality programs and activities in mechanical engineering, better enable its practitioners to contribute to the well-being of humankind.

The mission and vision can be achieved by facilitating the development, dissemination, and application of engineering knowledge.

INTRODUCTION AND OBJECTIVE

Research was completed by various methods and sources to appraise the needs, values, and priorities of the Early Career Engineer (ECE). Based on this research, ASME determined ECEs are looking to ASME for more local activities, networking opportunities, and career guidance.

The Early Career Forum (ECF) was developed to create awareness and involvement in facilitating the development, dissemination, and application of engineering knowledge through the engineering community. ECFs are a resource to gain knowledge and career development benefits, as well as provide valuable networking opportunities. ECFs promote the benefits of continuing education. The ECF organizers gain leadership and project management experience. Hosting local activities, such as an ECF, builds a relationship toward lifelong learning and technical fellowship within the engineering community.

Through ECFs, ASME gains industry involvement and section/division/district growth.

This guide serves as a working document for ASME units (division, section, technical chapter, etc.) to use when planning, marketing, and executing ECFs for ECEs.

This guide provides a consistent methodology and a comprehensive, cost-effective approach to organize an event based on ASME's successful ECF program.

This guide also provides suggestions for other types of local activities, programs, and initiatives to continue addressing the professional needs of ECEs after holding an ECF.

This guide includes a step-by-step process for planning and executing a successful ECF. The step-by-step information makes planning an ECF manageable and includes the logistics for smooth execution.

The use of this guide should result in other ECF sponsorships to increase the frequency and locations of activities for ECEs. This will increase the participation opportunities and benefits for ECEs beyond the ECF, while containing ASME operational costs.

ASME Centers staff asks individual divisions, sections, technical chapters, etc sponsoring an ECF to inform the ASME Committee on Early Career Development (CECD) (ECF Project Team) about the ECF before planning begins. The CECD can advise the sponsors of resources available and inform interested ASME committee and board members about the activity.

Best Practices Tips

Throughout this guide, best practices are highlighted and practical tips for many steps of the process of planning, marketing, and executing the ECF. Feel free to utilize the ideas that suit the specific ECF situation or adapt them as needed.

Purpose

The ECF organizers must have a purpose and goal for the ECF. The organizers also must have a clear understanding of the ECF program. This guide will also answer basic questions such as:

- * What is an ECF?
- * What is the purpose of an ECF?
- * Who attends an ECF?
- * How to plan an ECF?
- * What are the different stages of an ECF?
- * What are the benefits of hosting an ECF?
- * How to start an ECF?

The answers to these basic questions provide an understanding of an ECF and will simplify the planning, marketing, and execution phases.

ECE Market Research

ASME has the opportunity and ability to be a prime resource for ECEs. With a variety of industry- and professionally-oriented products and services, ASME can help ECEs be solid practitioners and contributors to their profession. The various services and products offered by ASME are targeted at increasing ECEs' involvement and brand loyalty with premier career development resources.

In recent years, ASME conducted surveys and focus groups to determine what ECEs seek from professional organizations. Over 2,000 ECEs and upper level engineering students participated in the research. The main findings are summarized below:

- The 2006 Embracing New Media Survey Findings
 - Of those surveyed, 97% have access to broadband at either work or home. Of the students surveyed, 55% had broadband at home and work. Virtually all of the students have broadband access at school.
 - Electronic multi-media technologies were considered a powerful way to reach ECEs. Many of the students reported regularly using multi-media technologies. The students showed particular interest in ASME providing downloadable video clips (40% of the students were already using video clips).
 - The main requests were more downloadable video and audio clips (ideal length of 5-10 minutes) and PowerPoint presentations (up to 30 minutes) with embedded audio voice-over.
 - The respondents (74% of the ECEs and 79% of the students) were also interested in viewing online discussions and presentations.
- The 2005 Stakeholder Workshop & Survey Findings
 - The respondents wanted more local career development opportunities. Career advancement and networking opportunities were highly valued as some of the best ways to create allegiance to ASME.
 - The ECF was valued because it offered educational and networking opportunities, while being supplemented with career fairs.
- The 2002 Boston Focus Groups Findings
 - Uncovered ASME members and lapsed or non-members had different expectations of a professional society.
 - These recommendations emerged:
 1. To provide more career planning assistance, including professional development courses.
 2. To increase participation in the local level of ASME through promoting local activities, making meetings more welcoming and more technically interesting to ECEs, and to use the local level to replace the student chapter social experience, which was no longer available to them.
- Historical data with nationwide focus group studies by independent market research firms showed the most important reason ECEs remain ASME members was to "keep abreast of technical developments."

The research also identified three specific needs that could be most effectively addressed through activities at the local ASME level.

1. Employment Assistance Programs

Most ECEs surveyed indicated they would place greater value on their ASME membership if ASME provided more career-related services in their local area, such as:

- Affordable career development training
- Job listings for their level of experience and education
- Career counseling
- Mentoring and industry networking opportunities
- Personal leadership development

Finding the *right* job (and for some, *a* job) is a major concern among ECEs after graduation and the years immediately following.

2. Closer Ties between Local Sections and Student Sections

Survey respondents expressed that stronger coordinating efforts between their student section and local section would have provided them with valuable networking opportunities and opportunities to learn about mechanical engineers in industry. Some ECEs believed that too often, faculty does not have strong enough industry ties for ECEs to gain both theory and practical application in the field. ECEs believe it would be helpful if industry leaders and faculty actively interfaced to provide students with a *real-life* perspective on critical needs prior to graduation.

3. A Better Understanding of the Need to Participate in ASME

ECEs do not seem to understand the need to participate in ASME early in their careers. Most survey respondents rated ASME membership as slightly more important when they were students and somewhat less important early in their careers. A majority of respondents expressed lack of understanding or confusion with the overall structure of ASME. They failed to understand how and where they might fit into ASME.

Based on these findings, more relevant local ASME activities are needed to build a relationship toward lifelong learning and technical fellowship with ECEs. These initiatives are necessary not only to enhance the ECE's ability to compete in the global marketplace, but to entice them to continue participating in ASME after graduation.

What is an ECF?

The ECF program was previously known as the Young Engineers Forum (YEF), but the title was changed to include people who turned to engineering at a later age.

ASME initiated the ECF program in 1992 to provide ECEs with firsthand advice and information on issues relevant to their future careers. While the ECF was developed for engineers with less than 10 years of work experience, engineering students are also welcome and find the ECF a way to get exposure to the issues they will face early in their careers.

The ECF is a production of the ASME Center for Professional Development, Practice & Ethics (CPDPE). The ECF consists of presentations and panel discussions that take place annually at the ASME IMECE and also locally at ASME Section programming throughout the year. Local ECFs can be organized in different ways. The ECF can be a full-day weekend event or a half-day event as part of a larger symposium or conference. The ECF should be organized around a central theme. See [Appendix E](#) for past ECF themes.

The ECF is generally structured with speakers on professional development topics. Usually a keynote speaker of prominence or an interactive event highlights the ECF. The keynote speaker can be a distinguished engineer, sports figure, politician, celebrity, etc. The keynote speaker and what he or she presents depends on what the ECF organizers believe their target audience would enjoy. Surveying the target audience will help provide insight on what the target audience would enjoy. Local ASME leadership has access to ASME section membership database and can send personal e-mails to possible attendees. To expand the reach in contacting neighboring sections, send an e-mail to ASME Unit Support at unitsupport@asme.org explaining the ECF and what will be accomplished during the ECF. Include with the event details (e-mail message) and what sections might want to receive the e-mail.

The primary purpose of the ECF is to increase ECEs' and senior-level engineering students' awareness of trends, opportunities, and expectations in engineering, both locally and globally. The ECF provides practical career advice and information through accounts of *real-life* engineering experiences and success stories by professionals in industry. The ECF is a professional development event that exposes ECEs to what they can expect from an engineering career and how to excel in their profession.

In addition to professional development topics and a keynote speaker, another benefit of the ECF is the networking opportunity. Past ECFs were a bridge connecting students and ECEs with experienced engineers, allowing for networking, and sometimes a position with a company. For the student, attending an ECF is a great way to see the different specialties within the mechanical engineering field. As an ECE, attending an ECF is a great way to benefit from others' successes, failures, and years of experience. ECEs will also learn about other industries and paths within engineering, which exposes them to more opportunities within the engineering profession.

Benefits of ECF Expansion

Given the benefits to both practitioners and the profession, the scope of the program should be maximized. ASME members, non-members, friends, co-workers, and those in related industries can benefit from ECFs.

Expanding the ECF to industry conferences and other market-based venues will help ASME be visible to more ECEs in industry. Local ECFs will reach more ECEs and be more visible to industry sponsors than a single main ECF at the IMECE.

See [Appendix A](#) for a listing of the ECF Project Team and other resources.

Best Practices Tip:

- ❖ The ECF can be useful to both ASME members and non-members.

Benefits of the ECF for the Sponsoring Units

Any ASME unit (i.e., technical division, section, technical chapter, etc.) can sponsor an ECF. Sponsors may name the ECF as they desire (e.g., North Texas Section Early Engineers' Day).

Benefits to the Sponsoring Unit include:

- Serving as a means to reach ECEs, both ASME members and non-members, and to understand their interests.
- Providing an ideal opportunity to expand activities to better meet the needs of ECEs.
- Providing an infusion of ECEs who may not normally participate in events held by the Sponsoring Unit.
- Providing the opportunity to serve as role models and encourage ECEs to support and participate in ASME activities.
- Serving the future needs of industry by encouraging ECEs to maintain or consider a career in the field.
- Presenting an opportunity to retain and recruit ECEs for ASME membership.
- Providing an opportunity for ASME members to have mentoring relationships with ECEs.

The Sponsoring Unit should invite senior members of the local ASME student section to participate. By inviting students, the ECF can inform students of the transitional steps needed to become an engineering practitioner.

Best Practices Tip:

- ❖ Hosting an ECF can help strengthen and/or create collaborative networks within the local engineering community to bring more senior professionals together with ECEs.

SPONSORING UNIT AND FUNDING

Local Program Committee (LPC) Identification

A group of up to four local *champions* should be named to be the LPC and liaison with the ASME CECD project team when assistance is needed.

Since the ECF is an activity for ECEs, the LPC should include ECEs from industry. This provides the Sponsoring Unit with an opportunity to get ECEs from the local section involved in its activities. If suitable candidates cannot be identified, the Sponsoring Unit may send a letter to ECEs in the local area requesting their assistance on the LPC. ECEs do not have to be ASME members to contribute to the ECF.

ECF Benefits and Duties for Sponsoring Units

By volunteering to assist on the LPC, ECEs benefit from an opportunity to:

- Polish presentation skills
- Foster personal leadership development
- Make a personal contribution to the profession
- Gain professional recognition through ASME
- Build a strong professional network

The LPC member duties are:

- Advising on local industrial climate to determine suitable ECF topics
- Identifying and contacting potential ECF speakers
- Promoting and publicizing the ECF locally
- Running the ECF and serving as moderators of the ECF. See [ECF Logistics](#) for details.

The LPC chair may also distribute literature and highlight Sponsoring Unit activities to encourage ECEs to become active. The LPC should work through the local ASME section and advise the district leader of the ECF. These groups may be able to suggest topics, arrange for panelists, and assist in other ways. ASME Centers staff can put the LPC chair in contact with organizers of previous ECFs for guidance.

Funding and Corporate Support

The Sponsoring Unit should underwrite the cost of organizing the ECF. See [Budgeting and Finance](#) for details. A variety of funding sources should be considered. All financial supporters of the ECF benefit from publicity through ASME at a minimal investment.

Acquiring financing can be a challenging task, especially if the LPC does not have experience or resources. ASME funding resources include technical divisions, ECF Grant, ASME foundation, local engineering networks, local industry networks, and district leaders. See [Appendix T](#) for ECF Grant Funding information. Student sections sponsoring ECFs that take place at a university should first approach the university for financial support.

Sponsorships from local companies should be requested. The two main benefits from acquiring corporate sponsorship are:

1. The company is likely to attend, which increases ECF attendance.
2. The ECF's expenses are covered.

It is critical to solicit funding and sponsorship as soon as the ECF budget is complete. The gap between expected registration revenue and expenses is what is needed to execute the ECF. Obtaining enough money to execute the ECF, provide food, and value-added activities is an important step in developing an ECF. See [Appendix B](#) for a sample sponsorship letter.

Sources of Funding

Merit Funding

Improving the performance of the previous years' activities and incorporated section activities for ECE members and student members annually, may improve the sections overall merit based score to maximize ASME allocated section funding.

Corporate Financial Support

The LPC should seek corporate funding for the ECF. This will enhance ASME's cost effectiveness in providing a service to industry by organizing programs that benefit the industry's future. When an ECF is integrated with an ASME conference, the LPC may solicit contributions from conference exhibitors and endorsing organizations. The LPC may approach local companies for donations. The contributor's name and logo may be included in the ECF brochure in recognition of their donation.

College and University Support

The LPC may approach local colleges and universities for ECF funding. The contributor's name and logo may be included in the ECF brochure in recognition of their donation.

Custodial Account

Funding may also be provided from the custodial account of the Sponsoring Unit.

Conference Budget

If the ECF is integrated with an existing ASME conference, the Sponsoring Unit may also include the program costs, in part or in full, in the main conference budget to open the ECF to all paid conference attendees.

In-Kind Contributions

Further funding may be obtained through in-kind contributions, particularly towards promotional costs. Volunteers may distribute the ECF brochure through their employers. The LPC may also invite other engineering societies to promote the ECF to their membership as *co-sponsors*.

Best Practices Tip:

- ❖ Getting corporate involvement increases attendance and defrays ECF costs.

PLANNING AN ECF

How an ECF is organized can determine the success or failure of the event. Following the procedure in this guide will increase the success of the ECF.

Getting Started

The general steps to planning an ECF are listed below. Several of these steps can be performed concurrently. Each step is later discussed in detail.

1. Develop a schedule for various decisions (not limited to the following):
 - a. Identify possible venues
 - b. Select a theme
 - c. Select speaker topics
 - d. Identify speakers and panelists.
2. Make a plan for organizing the ECF.
3. Select a date for the ECF.
4. Set a goal for attendance.

5. Select a venue.
6. Obtain written quotes of the expenses of planning and executing the ECF.
7. Compile a budget. See [Expenses Estimation](#) for budget information.
8. Solicit ECF funding and sponsorship.

The [Appendix](#) contains various sample forms, letters, and schedules to help implement an ECF.

Making a Plan

A difficult part of organizing an ECF is creating a plan and schedule from beginning to end that covers the details of the ECF. A budget should be compiled as the ECF is planned. This requires the LPC to set an attendance goal and determine how much money each attendee will pay to register for the ECF. The LPC must also acquire written quotes of the costs. See [Budgeting and Finance](#) for details.

Best Practices Tips:

- ❖ Success depends on anticipating and mastering the details.
- ❖ Use the plans from previous ECFs to make planning future ECFs easier to plan.
- ❖ Make a point to talk with other units and/or individuals that have the experience in developing ECFs.

Planning the Schedule

A successful ECF requires adhering to a detailed schedule, with plenty of lead-time.

The sample schedule in [Appendix D](#) covers everything from the early steps of choosing the LPC, to the follow-up after the ECF, including reconciling registration, collected fees, and evaluation data collected at the ECF.

Planning should start about six months before the ECF. This allows time to schedule the speakers and panelists, contract the venue, and create awareness about the ECF to secure high attendance. The LPC should fill in the key dates on the schedule provided in [Appendix D](#), based on the suggested lead times, and refer to this list periodically as the ECF is planned.

Best Practices Tip:

- ❖ Allow six months to plan the ECF. If the timeline must be reduced, more committee members should be added to the LPC to share the workload.

Setting the Attendance Goal

Before setting the attendance goal determine how receptive the target audience (ECEs and engineering students) in the ECF local area would be to this type of event.

When hosting the first ECF in the local area, keep the level of expectations regarding attendance moderate. Building upon the first ECF in the local area, later ECFs will be easier to organize and the target audience will be aware of the ECF and its reputation. With each subsequent ECF, attendance will increase.

A feasible goal for a first time ECF is 75-100 people. This goal can be much higher or lower depending on specifics of each ECF. The ASME IMECE ECF can accrue 75 attendees by simply promoting the ECF locally to ASME members, non-members, other engineering organizations, and surrounding companies in at least a 300-mile radius of the venue. An ECF organized by a local ASME section can utilize similar goals.

With each subsequent ECF, the attendance goal should increase by a practical percentage, such as 33%. This may sound like a small increase, but it is realistic based on the ECF program. The key to a successful turnout at an ECF is to start the market launch with all the details of the ECF completed about two months in advance. See [Marketing, Promoting, and Advertising](#) for details.

Estimating Attendance

Based on previous ECF results, the standard direct mail marketing respond rate is 1-2% when the ECF focuses on general career development issues. Attendance may be less if the ECF focuses on opportunities in a specific industry or discipline, since it would be specific to the interests of a smaller group.

Depending on the promotional efforts outside ASME, approximately 10-15% of the attendees may be non-members. For roughly 50-60% of the ASME member attendees, the ECF may be the first ASME activity they have attended. Usually, most attendees are from the local area.

Best Practices Tip:

- ❖ Most attendees come from within 50 miles of the ECF venue.

ECF Format

The ECF may be a one-day or half-day event. Different formats require different numbers of speakers and panelists. The ECF can be a stand-alone program or integrated into an existing ASME activity. It consists of a series of presentations and interactive panel discussions with question and answer periods. Formal paper presentations are not recommended. The ECF should occur on a weekend to minimize interference with work activities.

An ECF consists of 2-4 sessions that are each 60-90 minutes in length. The number and type of sessions should be determined by the LPC. Each session should allow time for questions after the presentations and panel discussions are complete. The ECF should conclude with a reception to allow maximum interaction between participants. The ECF speakers should be encouraged to attend the reception for one-on-one interactions.

In a typical ECF, three speakers will present on some sort of professional development topic and the fourth speaker will be the keynote speaker. Session lengths should be based on each topic and how much time is required to deliver the information effectively.

It is imperative the each speaker or panelist understands the format before he or she agrees to participate. This lets the speaker or panelist know how much information to include in the PowerPoint presentation or other visual element and gives the speaker a time frame so the event does not fall behind schedule. A PowerPoint presentation or other visual element should be used by all speakers. Visuals will keep the attention of the audience and improve understanding of the presentation.

See [Appendix O](#) for a model timeline from past ECFs.

Best Practices Tips:

- ❖ Visual Presentation is imperative. PowerPoint is preferred.
- ❖ Be sure to have a diverse group of speakers and panelists participate; representing an array of companies from industry, women, minorities, and levels of education (Ph.D.).
- ❖ The proper use of a handheld microphone is to point it towards the mouth and hold it 6 inches or less away from your mouth.

Content and Presentation

The LPC must determine the content and number of speakers in the ECF. Once the theme and topics are determined, the LPC must find the speakers and panelists.

Since the majority of the topics should be about professional development, effective speakers with good experiences should be used. Lively speakers will keep the audience's attention longer. Recruiting speakers from local companies will reduce expenses and will often attract more attendees because of the potential future local job opportunities.

The theme of the ECF should be considered when determining the speakers and topics. The format should be considered when determining how many speakers to invite. One typical format has four speakers presenting for an hour each and an hour-long panel discussion, which makes the ECF an all-day event. This is a common schedule for a one-day program sponsored by sections just starting to implement an ECF. Other possible formats are described below. Availability of suitable speakers may determine the format.

Panel Discussions: General Format

The panel discussion is best as the last part of the ECF because after hearing several speakers, the attendees usually have many questions and asking the panel will result in answers from people at different stages in their careers. For a student or ECE, having that insight early is priceless knowledge that will benefit anyone with the desire to excel in his or her career.

The panel should consist of a diverse group of professionals ranging from ECEs just out of college to engineers with decades of experience. Women and other minorities should also be included on the panel. Having this variety allows for a broad perspective from what an ECE sees in the working world to what an engineer sees after decades of experience. The panel usually consists of two or three people. The moderator will conduct the panel in one of two methods:

1. The moderator asks each panelist to give a brief 8-12 minute presentation on a particular topic. After each panelist gives his or her presentation, the moderator will ask for questions from the audience.
2. The moderator asks the panel a short series of prepared questions on a particular subject. The moderator should ask questions of the panel for no more than 12 minutes per panelist. (If there are 3 panelists, then the questions should last no more than 36 minutes.) After the series of questions, the moderator will take questions from the audience.

The length of this session depends on the number of panelists. For example, if there are 2-3 panelists, and the session is 60 minutes then the total session time for presentations should be no more than 8-12 minutes long for each panelist; giving 30 minutes for presenting. The remaining 30 minutes is for taking questions from the audience. Sixty minutes is the shortest time a panel discussion should last; however, 75 minutes is the ideal length of time. Panel discussions are lead by a moderator introducing each of the panelists, asking questions and facilitating the questions from the audience.

Panel Discussions: View from the Top

Another type of plan discussion is called a *View from the Top: a Panel Discussion with Corporate Upper Management*. Past forums have featured this type of panel, which can serve as *mentoring for the masses*, is usually very well received. For this session, a panel of experienced, high-level engineers is asked to share their wisdom on such career issues as:

- What they look for when hiring ECEs and what training is most in demand.
- Practical, *real-life* advice on how ECEs should prepare for a successful career.
- Experiences and personal observations on what they wish they had done or known earlier in their careers.
- Major career pitfalls and how to avoid them.
- Suggestions on what goals to set and when to set them.
- Perspective on future trends in engineering and major opportunity areas for the next decade (local, national, or international) and how to prepare for them.

Effective motivational speakers speaking about their own experiences will be needed. The LPC should invite no more than three panelists, one representing each of the major industries in the local area. A LPC member may serve as moderator and ask each of the panelists to briefly speak for 8-12 minutes about his or her career and company. The moderator can have each panelist provide his or her input on the issues or have each panelist choose the issues he or she wants to address. The session should be insightful, informative, enlightening, and inspirational with varied points of view.

Panel Discussions: Career Paths

Another recommended type of session is to have a panel of different career paths and future industries. For this session, a panel of people on different engineering career paths is asked to share their wisdom on the different career paths and future industries. This session should include no more than three panelists. A LPC member may serve as moderator and ask each of the panelists to briefly speak for 8-12 minutes about his or her career and company. The moderator can have each panelist provide his or her input on the issues or have each panelist choose the issues he or she wants to address. The session should be insightful, informative, enlightening, and inspirational with details about different career paths available.

Best Practices Tips:

- ❖ Panel discussions are very popular. Most of the questions will come from the audience. Have a few questions prepared in case there are not enough questions to fill the allotted time.
- ❖ Be sure to have a diverse group of speakers and panelists participate; representing an array of companies from industry, women, minorities, and levels of education (Ph.D.).
- ❖ For a 3 panelist discussion session, 75 minutes is the ideal length of time which includes 30 minutes for presentations and 45 minutes for a question and answer period.
- ❖ Corporate speakers have the knowledge and experience to advise ECEs.

Handouts

Handouts with information from each speaker should be provided. These should include the slides (two or more per page) from the presentations. Additional information can be included.

Speaker Biographies and Name Cards

Once the speakers and panelists are confirmed, get their biographies and photographs as soon as possible. This information is needed to start organizing the market launch materials. See [Appendix C](#) for a sample biography format to use in the publicity.

Each speaker should have a standing tent-style name card in front of him or her during the panel discussions. Templates are available through manufacturers such as Avery.

Identifying ECF Topics

The appeal of the ECF's content is an important aspect of the ECF. (Identifying speakers and effective promotion are the other two legs of the triangle of a successful ECF.)

The process of identifying suitable topics should start at least 22 weeks before the ECF. The final program, including speaker and panelist identification, should be completed no less than 12 weeks before the ECF. This allows adequate time to finalize details and to promote the ECF, as described in later sections.

Deciding each speaker's topics might seem like a challenging task, but it can be quite simple. Start by considering the general ECF format structure. See [Appendix E](#) for some general ideas.

The ECF should provide information that will directly benefit engineers in the early years of their careers. This may seem daunting, since the potential attendees may come from a variety of

industries with unique work situations. As suggested by past ECF attendees, topics should concern general interest issues of all ECEs. Professional development and general interest topics will appeal to most ECEs.

Professional development is the process of improving skills to perform professional duties as an engineer more effectively. Such skills include knowing how to write clear e-mails, communicate with co-workers effectively, and have a positive impact at the workplace. [Appendix E](#) contains ECF general themes, past professional development topics, and suggested program topics. Other skills that could be used are personal goals, such as learning keys to success, how to distinguishing oneself from others, or financial planning.

Some overlap of content may occur between the categories of topics. The particular ECF theme may include topics from several different topics.

The ECF should be market driven. The LPC should further develop the ECF's content by working closely with the local ASME section membership and enlisting other engineering professionals from local industry to determine *hot* industry topics pertaining to the local area.

If the ECF is co-located with an ASME technical conference, one of the sessions should focus on issues concerning that industry or discipline of the conference and opportunities that exist for ECEs. The second session may cover some of the general personal development and career advancement topics. If the ECF is a stand-alone event, the topics should depend on the ECF theme (e.g., Globalization of the Engineering Profession).

The LPC can conduct a survey to identify issues and gauge interest in proposed ECF topics before ECF planning begins. An online survey can be set up through ASME Centers staff. Request must be sent to earlycareerengineers@asme.org. The LPC can survey ECEs within a 100- to 200-mile radius of the ECF venue. ASME Centers staff can aid in selecting those records. See [Appendix F](#) for a sample survey.

Best Practices Tips:

- ❖ Surveying local ECEs can help identify topics that are most relevant and timely.
- ❖ Professional Development Hours (PDHs) can be awarded depending on the topic and length of sessions.

Recruiting Speakers

Once the ECF topics are identified and the number of speakers and panelists are determined, the next step is to find speakers for the topics. Local speakers are much easier and cost effective to recruit. Speakers can be found through networking by the LPC and the associated industries and companies. A key tactic is to survey local industries and invite engineering managers from prominent local companies to speak. Speakers can also be found at local engineering colleges

and universities or at small entrepreneurial companies or consulting firms. If financial planning is a topic, local financial institutions or financial planning companies should be explored. When appropriate, ECEs may be featured as speakers, such as a panel of ECEs sharing their career success stories for their peers to emulate.

The LPC should request assistance from the local ASME section membership and the respective ASME district leadership to find speakers. Many ASME members are effective speakers who are willing to share their expertise at an ECF; however, speakers do not need to be ASME members. ASME Centers staff and the CECD can provide referrals for speakers in the local area. The ASME Management Technical Division has been involved in providing speakers at ECFs, both locally and at the national level.

Keynote

The biggest challenge is to attract a significant keynote speaker. People from well-known companies, high-level executives, or a person who has been in the news are great options for a keynote speaker. The LPC must decide how they want to approach inviting a keynote speaker, and if they want to attract a bigger audience based on the keynote's name recognition. The keynote speaker should be invited early in the planning process since the date of the ECF can revolve around the availability of a particular speaker.

Invitation

Mail or e-mail a formal invitation to each speaker describing the ECF, including ECF details, venue information, and times. Invite the person to speak at the ECF and suggest the topic of expertise he or she would be presenting. A brief description of the type of session the speaker will be part of will give the speaker direction and a starting place. A follow-up phone call to the speaker is recommended. See [Appendix G](#) for a sample speaker invitation.

Availability Onsite

The LPC should encourage speakers to be available after the ECF for one-on-one discussions with the attendees, particularly during the reception. Speakers may also consent to distribute a contact sheet at the ECF for continued dialogue with the attendees.

Best Practices Tips:

- ❖ Confirm speakers two months prior to the ECF date to give your program credibility and the opportunity to promote those from industry.
- ❖ Give speakers information about the session type and the area of expertise he or she will be presenting. Tell him or her that a PowerPoint presentation should be used.
- ❖ Local speaker reduce the overall cost of the ECF.
- ❖ Prepare and send thank-you letters for each speaker after the ECF.

Venue, Catering, and Equipment Needs

Venue Selection

Selecting a venue to hold the ECF is a decision that will impact attendance. The venue should be in a centrally located area where ECEs live, close to public transportation, easy to get to by car, and have affordable parking available. Some venues to consider are conference centers, local corporation conference rooms, university auditoriums, hotels, and catering halls. The selected venue may affect the number of people who can attend the ECF. Consider the attendance goal before selecting a venue to ensure the venue is not too small or large for the attendance goal.

Caterer Selection

Coordinating with the venue and caterer is not complex, but does require a high level of involvement. Follow-up with the venue and caterer will be necessary to ensure accuracy and the budget is followed.

The basics, such as coffee, tea, bottled water or sodas, juice, and bagels, should be available for the breakfast, the registration period, and the networking or the reception period. Chips and dips can be added for the reception period. For lunch, a buffet serving sandwiches, salads, and perhaps light desserts works well. Since beverages tend to run out quickly, slightly more than the number of estimated attendees should be ordered. Alcoholic beverages should not be available, as underage people may attend the ECF. Coffee service may be provided throughout the ECF. If dinner is part of the ECF, deciding between a hot or cold meal depends on how formal dinner is and what the budget allows.

Room Set-up

Determining the physical set-up of the ECF is slightly challenging. Coordination with someone with experience holding events at the ECF venue will make it easier. This might be a facilities manager or event planner. This person can help estimate the capacity of the venue with or

without certain furniture. He or she also has basic knowledge, such as where the restrooms and elevators are and what audio-visual systems are available.

A layout or map of the venue is helpful. The LPC should walk through the venue visualizing when and where things will go. A sketch of the layout and the suggested arrangements will easily communicate to others where things will be.

Several different room arrangements can be used. Some arrangements will be more suitable for different events than others. See [Appendix H](#) for various room arrangements. The banquet style plan may not work for day-long meetings, but would be acceptable for a dinner meeting, since people can turn their chairs to face the speaker during the presentation. The theatre style plan works for speeches where attendees might not take notes. The classroom style plan, although it seats fewer people in the room, is ideal for learning situations where attendees might be taking notes on speeches and panel discussions. Consider where pitchers of water or other refreshments may be placed for easy access.

The room set-up should be physically complete at least one hour before ECF registration starts.

Several skirted tables should be set up at the back of the meeting room for displaying free ASME literature, presentation handouts, and pamphlets from sponsoring industry groups.

Outside the meeting room, there should be several skirted tables with chairs for registration. Before choosing a location for these tables, consider what electrical outlets or other accommodations may be needed.

Typical Audio-Visual Equipment Needs

These items should cover a typical situation. Additional items may be needed based on the type of ECF planned.

- Lapel microphone(s) at the podium
- Computer or laptop
- LCD slide projector with remote to podium
- Overhead projector with screen
- Handheld microphones to take questions from audience
- Extension cords for equipment

Other Considerations

Give consideration to people, such as security personnel, custodians, catering staff, and others depending on the venue's policies. People to set up the furniture arrangements and clean up will be needed. Renting furniture may be necessary. Make sure to supply laptops, projectors, and any other equipment needed. Speakers may have other requests, so check with them in advance.

Venue Confirmation

Follow-up with everyone helping with the ECF as the date nears to ensure smoother ECF execution. Ensure the times and locations for activities are confirmed. The cost to set up facilities and provide catering should be confirmed with a written contract to ensure accuracy. Check on contract details when coordination begins, at least a month before, and a few days before the ECF. The LPC should keep each other as up to date as possible, even up to the day before or the day of the ECF to obtain the most accurate numbers of headcounts and budgets. Ask the caterer what the minimum lead-time for the final headcount is.

Best Practices Tip:

- ❖ Be vigilant in following up all details on the physical arrangements and get it all in writing.

Assessment and Evaluation

Wrap-up

A wrap-up session for the LPC, should be completed. The purpose of this interactive session is to provide an opportunity for the LPC to review the day's events and offer suggestions on better ways to serve the needs and concerns of ECEs. Ideas should be shared on how and where ECEs can become involved on a personal, professional, and social level to advance their careers. The LPC chair, or an ASME local section volunteer, may inform the audience what actions they can take within ASME after the ECF. The goal of this session is to provide a stepping stone to the next action so this is not a one-time event. This session may be brief, lasting between 15-20 minutes. The wrap-up session may lead into a networking session and the reception at the conclusion of the ECF.

Since ECFs provide a means for ECEs to reconnect with ASME after leaving their student sections, another event in the same local area should be held soon after the ECF. The local section should consider what relevant ASME activities are available to ECEs after the ECF.

The enthusiasm an ECF creates is beneficial to ASME. The ECF should be used to recruit ASME members, future customers, and to maintain a dialogue with the ECEs who attend.

Close-out

Completing a successful close-out or review of the event is vital to improve future ECFs. The three vital components to the close-out are:

1. Collection of evaluation forms from the attendees, which are provided in the registration packets at the beginning of the ECF.

2. The ECF recap spreadsheet and report for reference when planning future ECFs. See [Appendix R](#) for the report and spreadsheet.
3. Thank-you letters to all volunteers, speakers, sponsors, and anybody who helped create the ECF. See [Appendix S](#) for sample letters.

Best Practices Tip:

- ❖ ECF assessment and follow-up will allow you to understand your customer's wants and needs better.
- ❖ Help to build and grow your ECE activity on a long-term basis and create long-lasting relationships in the engineering community.

MARKETING, PROMOTING, AND ADVERTISING

Marketing Launch

A promotions and marketing team is needed especially for the ECF. This team is in charge of sending *mark your calendars* e-mails, sending reminder e-mails, making brochures, posting brochures, updating Web site contents, etc.

Be expansive about making use of all personal and professional contacts to promote the ECF. Friends, family, professors, department heads, professionals, co-workers, other professional societies, nearby universities, and technology organizations may be possible attendees or know others interested in attending. Consider the audience of each piece of communication and specify the purpose of each message sent. Every piece of communication counts and should have a targeted purpose. Include phrases such as:

- For your information, this event is coming up.
- You are invited.
- Please help spread the word.
- Please RSVP soon.
- Advance registration is open.

Develop an outreach plan to contact ECEs in the local area. It is ideal to acquire the e-mail addresses of the ECEs in the ASME sections and technical divisions within a 300- to 500-mile radius. Partnering with other engineering groups in the area may help increase attendance.

The LPC should create a template invitation letter to send out, but personalize it to each section. Mailing the letters and following up with e-mails or phone calls works best to establish a relationship with potential attendees. See [Appendix J](#) for a sample invitation.

Web site

Take advantage of technology by developing a multi-purpose Web site that includes:

- ECF details (dates, times, and venue)
- ECF description, objective, brief history, etc.
- Schedule of events (breakfast, speakers, lunch, panel, workshop, etc.)
- Maps and directions
- Suggestions on nearby hotels
- Registration and payments: Mail checks to (address) or use Acteva online payment
- Speakers and discussion panel biographies and photographs
- Companies and other colleges or universities attending
- Sponsoring companies
- Contact information for main coordinator and webmaster
- The brochure with the ECF details in it.

Remember to provide information for ASME.org to post the ECF on its Calendar of Events. Request can be sent to earlycareerengineers@asme.org. Contact the local student ASME sections and ask them to put a link from their Web sites to the ECF Web site.

The Program Brochure and Distribution

Design and Production

The ASME Creative Services Department has a professional staff of writers and graphic designers who can produce brochures and mailers for ECFs. This service should be used to create these materials. Contact Robert Workoff at (212)591-7081.

If the Sponsoring Unit elects to design and print the direct mail piece itself, the ASME logo should be included. The logo must adhere to ASME graphic guidelines. Contact the ASME Creative Services Department for the logo and guidelines. Due to the large number of direct mail pieces to be printed, a commercial offset-printing press should perform the job. They will require *camera-ready* artwork or a disc to transfer the design onto a high-resolution film.

Brochure Distribution

The program brochure will be used in a direct-mail marketing campaign to ECEs in the ECF local area. A mailing to 2,000-3,000 individuals should yield 30-60 attendees. This is based on a standard direct mail marketing response rate of 1-2%. Consider the response rate when determining how many mailings should be sent to achieve the attendance goal. ASME Centers staff can supply the LPC with mailing labels at cost.

The brochure should be sent to ECE ASME members and other appropriate engineering groups, and individuals identified living within a 200-mile radius of the ECF venue. Marketing the ECF

outside a 200-mile radius may not necessarily increase attendance. Historically, the majority of ECF attendees are from the local area. This could be because many ECEs lack the resources and desire to travel greater distances. A smaller radius may be considered, depending on local ASME membership demographics.

The program should be promoted to past ECF attendees, since they are likely to attend again.

Promoting the ECF outside of ASME is recommended, as the ECF presents an ASME membership development opportunity. ASME Centers staff can assist in renting mailing lists from brokerage firms.

Due to the large size of the mailing, it may be best to have a professional mail service bureau perform the job. The brochures should be mailed third class, non-profit bulk rate, to reduce postage costs. To use ASME's mailing permit, the brochure must be printed with the ASME postage permit indicia on it. Due to federal post office regulations, such shipments can only be sent from states in which ASME has a mailing permit. This class of mail takes two to three weeks to arrive.

International Publicity

Free international publicity may be obtained by using internal ASME media resources, such as:

- News story in *ASME News* (developed by staff from information provided by LPC)
- Press releases and media advisories to scientific or technical periodicals and local media prepared by the ASME Communications Department staff
- Articles sent to ASME Section Newsletter Editors or other ASME newsletters
- Technical Divisions Newsletter Editors
- Linking program information on ASME's Web site, especially the Early Career Forum site (<http://www.asme.org/Communities/EarlyCareerForum/>).

If the ECF is co-located with an existing ASME conference, the LPC should include information about the ECF in the advance and final programs of the main conference. This way, people on the main conference mailing list will also learn about the ECF.

Local Publicity

The LPC is instrumental in promoting the ECF locally. Strong local publicity is critical to the success of the ECF. The LPC may solicit assistance from the area ASME districts and local section members to help publicize the ECF, such as at local section meetings. It is recommended the LPC distribute program brochures to all speakers and ASME section or district leaders, requesting the information be posted at their company or organization and encourage ECEs to attend. The ASME Communications Department can help create a press release for the local news. See [Appendix P](#) for a sample press release.

Best Practices Tips:

- ❖ The printed brochure confirms earlier ECF information from e-mails and other communication. The printed brochure is mailed to a smaller list.
- ❖ Posting complete ECF details on the local section ASME Web site, gives greater control over updating information and driving local ECEs to upcoming section activities.
- ❖ Make use of free methods of advertising, such as the local ASME Web site local television advertisements, or radio advertisements, Create an event page for the ECF on Internet social networks.

BUDGETING AND FINANCE

Once the anticipated expenses and revenue of the ECF is determined, fund raising should be started to cover the difference between the expenses and revenue. See [Sources of Funding](#) for suggestions.

ECF Budget Example (ECFs should be budgeted to make a positive return)

Income		
	Budget	Actual
Registration Fees (based on 60@\$99)	\$ 5,940.00	\$ -
Other Sources	\$ 2,500.00	\$ -
ASME Old Guard ECF Grant Funding	\$ 2,000.00	
Sponsorships	\$ 5,000.00	\$ -
Total	\$ 15,440.00	\$ -
Expenditures		
	Budget	Actual
Venue Rental	\$ 500.00	\$ -
Audio-Visual Equipment rental	\$ 500.00	\$ -
Food & Beverage (breakfast, lunch, snack, reception)	\$ 3,000.00	\$ -
Extra Materials (Handouts, Pen, Note Pads)	\$ 300.00	\$ -
Attendee Packet (check-in/registration)	\$ 1,500.00	
Advertisement (Marketing)	\$ 4,510.00	\$ -
Registration (Acteva's 1.8% percentage)	\$ 200.00	\$ -
Speaker Honorium (optional)	\$ 1,200.00	\$ -
Speaker Gifts (optional)	\$ 300.00	\$ -
Speaker Travel Expenses (optional)	\$ 2,000.00	\$ -
Total	\$ 14,010.00	\$ -
Grand Total	\$ 1,430	\$ -

Revenue Estimation

The LPC must set an attendance goal and the registration fee of each attendee. The value of the program should be considered when setting the registration fee. The registration fee should reflect the market-value of the ECF and should indicate the event's worth. Surveys show ECEs and students may pay as much as \$99 to attend a professional development program. The fee should start at no lower than \$50-\$99. Although ECFs typically target ECEs, if the ECF will draw mostly students, the registration fee should be lower at \$35-\$50. Since this is a special event, the LPC may set the same registration fee for members, non-members, and students. Basing the registration fee to recover all of the expenses may make the ECF too expensive to attend. Revenue from registration fees based on 60 attendees is estimated between \$3,000 and \$5,940. The Sponsoring Unit can use this revenue to defray program costs. PDHs could be awarded for attending the ECF.

Although holding the ECF free-of-charge may increase advance registrants, it is **definitely not recommended**. A professional event offered free of charge may be perceived as not valuable. Based on previous ECFs, up to 50% of the advanced registrants may not attend if the ECF is held free-of-charge because they feel no obligation to attend. When a registration fee indicating the market-value of the ECF is charged, the no-show rate drops to approximately 15%.

Expense Estimation

The LPC must acquire written quotes for the cost of food, venue, tables, chairs, parking, speaker gifts, and any other anticipated expenses. See a sample budget example above.

Printing and Postage Expenses

Printing and postage costs are dictated by the size of the mailing list used to promote the ECF. An estimate of \$2,625 (below) is based on a promotional mailing to 3,000 engineers with an expected attendance of 30-60.

Note: The sample budgets do not reflect current rates. Use only as a guide.

Promotional Costs Example

Expenses paid by the Sponsoring Unit to non-ASME service providers, which are mostly mailing-related include:

- \$1,470 - printing of brochure (\$0.42/pc-3,500 copies, slightly over mailing total)
- \$ 805 - postage \$0.23/pc-3rd class non-profit bulk rate)
- \$ 250 - mail service bureau charges
- \$ 100 - miscellaneous expenses (photocopying, shipments, etc.)

Subtotal: \$2,625

ASME Operational Costs Example

Expenses paid by the Sponsoring Unit to ASME resources used, such as staff, equipment, and supplies include:

- \$1,200 - ASME Creative Services Department to design and traffic brochure
- \$ 255 - ASME mailing labels (\$0.085/label-at cost)
- \$ 315 - ASME staff to enter registration data and process payments (\$5.25/registrant)
- \$ 40 - ASME name badges and holders, (\$0.70/pc-printed from Database records)
- \$ 75 - ASME Certificates of Appreciation to speakers (\$12.50 ea.)

Subtotal: \$1,885

Total: \$4,510

Outside Promotion Expenses

Promoting the ECF to individuals outside of ASME is recommended as it may increase attendance and provide a membership development opportunity. The cost of renting a 1,500 name (suggested size) mailing list is about \$500. The search criteria should be the same as the ASME list (i.e., ECEs living within a 200-mile radius of the ECF venue). Remember the printing and postage costs increase in proportion to the size of the list used.

Venue, Catering, and Equipment Expenses

The ECF should be co-located with an existing ASME event, such as a technical conference or section meeting. In this way, the cost of renting a meeting room and audio-visual equipment may be absorbed by the main event budget. If the ECF will be a stand-alone event, the LPC should consider contacting a local university to find a venue free of charge. If a hotel or convention center must be used, the rental costs for a meeting room and audio-visual equipment will have to be added to the budget. Typically, hotel meeting rooms in major cities range from \$200-\$500. Audio-visual equipment rentals may range from \$150-\$500. Food and beverage expenses for the reception at the conclusion may range from \$18-\$30 per person, depending on the menu selected. The cost of breakfast, lunch, and snacks should also be included at \$20 each, for a total cost of \$1,200.

Speaker Honorarium and Travel Expenses

The LPC should look for speakers in the local area who will volunteer their time, plan their own travel accommodations, and fund their own travel expenses. If it is not possible to locate speakers who are willing to volunteer their time, then negotiate with them for travel expenses and honoraria. Add into the budget any necessary expenses. When volunteers are available, include a gift, such as certificates of appreciation for each speaker and panelist in the budget. See [Appendix N](#) for sample certificates.

Best Practices Tip:

- ❖ ECFs should be budgeted to make a positive return.

ECF LOGISTICS

Physical Layout

Early planning will lead to smooth execution of the ECF. The physical layout is an important part of the planning stage. By visibly defining the registration area, eating area, presentation area, etc., will make it clear where each thing happens and how things should flow. Make sure affordable parking is in close proximity to the venue. If food is not provided as part of the ECF, food must be available in close proximity to the venue; otherwise people will have difficulties finding lunch or dinner. The activities at the ECF should be within a short walk of each other. If activities are spread out, people may have trouble finding something or get lost. Consider the weather when deciding if activities should be indoors or outdoors. The proper set-up for each session must be used. See [Room Set-up](#) and [Appendix H](#) for details.

On-site Assignments

The LPC needs to have a group of people to help with ECF execution. Each assignment should have a person from the group covering it. Assignments vary and can cover registering attendees, greeting people, coordinating food, setting up tables and displays, and assisting with other value-added components. After each person completely understands his or her assignments, a walk-through should be preformed early on the day of the ECF by the group, so that everyone understands what is happening and where things are located. As much set-up as possible should be completed the night before the ECF.

Registration

Information from all attendees should be collected, such as name, address, phone numbers, e-mail, ASME member status, etc. The LPC should set-up registration on the Acteva online registration system. The Acteva database allows the LPC to send registration confirmation letters to registrants (either by fax or mail), produce name badges, generate a roster of attendees, and create other reports. Acteva is also equipped to accept all forms of payment (credit cards, checks, etc.) The LPC and Sponsoring Unit may use this roster to promote other activities and ASME membership prospecting.

For more information, go to

www.asme.org/Governance/Volunteer/Acteva_Secure_Registration.cfm.

When registration takes place on-site the day of the ECF, a registration table, staffed by an LPC member or representative of the Sponsoring Unit, should be set-up outside the meeting room. It is advised to have access to at least one computer with Internet access, possibly a laptop, equipped with a badge-producing program, a printer, and a copy machine. At least one person should staff the table helping people with registration.

Advance registrants can pick up their registration packets the day of the ECF at this registration table. Walk-ins can register by filling out a registration form on-site. On-site registrants can either pay with cash, check, or credit card, in which case a credit card machine is needed.

Attendees should be encouraged to register for the ECF in advance, rather than on-site. This reduces the number of registrants to be processed on-site, which require time spent filling out registration forms, collecting payments, and producing name badges. Pre-registration will speed up the registration and prove useful in gauging expected attendance. A significant surcharge, possibly \$15-\$30, should be charged to discourage on-site registration.

One person should manage the ASME membership list and a spreadsheet of the registered attendees, volunteers, and walk-ins during the ECF. Maintaining this spreadsheet during the ECF as registration takes place will make completing the results report easier. See [Appendix R](#) for the results report and spreadsheet.

Each attendee should be given a registration packet when he or she checks-in or registers at the ECF. The packet contains the materials the attendee will need for the day. The packet may contain other promotional material supplied by ECF sponsors. At a minimum, the registration packet should include:

- Name badge
- ECF program brochure
- Information about each activity the attendee will be involved in
- Any additional information needed.

The Moderator/Running the Show

The LPC should assign a person to serve as the ECF moderator. Since the moderator has the spotlight on him or her, he or she should be aware of everything happening at the ECF. Introductions and biographies of the speakers and panelists are important. Having a script to follow is of great benefit to the moderator. See a sample script of events in [Appendix K](#).

The moderator's tasks include:

- Making introductory remarks and kicking off the ECF.
- Introducing each speaker and topic.
- Keeping the ECF on schedule.
- Announcing when and where the different activities are.

- Presenting Certificate of Appreciation or gifts to speakers and panelists. See [Appendix N](#) for an example.
- Making concluding remarks.
- Urging attendees to complete and return the ECF evaluation form included in the packets. See [Appendix I](#) for sample ECF evaluation form.

Post-ECF Recap Meeting

Within 2-3 days following the ECF, the LPC should meet to summarize the positive and negative aspects of the ECF and create an outline to work with for improving the next ECF. Each LPC member should get all feedback from each area he or she was responsible for before the meeting. A closing report must be completed and sent to earlycareerengineers@asme.org. See [Appendix R](#) for a sample of a closing report.

Best Practices Tip:

- ❖ Carefully coordinate who is responsible for each assignment during the ECF, making sure each task is covered.

OUTREACH DEVELOPMENT

ECF Attendee Evaluation Form

Getting feedback from attendees through the ECF Evaluation Form is critical to planning future ECFs, determining which topics and speakers were most interesting to attendees, and reporting the ECF results to ASME. See [Appendix I](#) for a sample form. An evaluation form should be created, based on the speakers, panels, topics, and other aspects of the ECF. The evaluation form should be included with the registration packets issued to attendees. Ask all attendees to complete the evaluation form before they leave the ECF. The response rate to the ECF evaluation form is about 30-40% of total attendees.

Thank-You Letters

By sending thank-you letters to speakers, panelists, and people who contributed effort to the ECF, you show respect for their time and energy in making the ECF a success. They will be more likely to participate in future ASME events. See [Appendix S](#) for sample letters. Thank-you letters should be sent in a timely manner (within one week from the presentation).

Maintaining Dialogue with Attendees

Follow-up is an important step after completion of an ECF, particularly to encourage all engineers in your community to participate in ASME and your local activities. Considering

ECEs are less likely to join or participate in ASME than more senior engineers, they are an important group to service.

This will allow your unit to expand your its' network and reach with engineers in general. Statistics show it takes an average of two or three encounters with an organization to find it appealing.

ASME studies show one of the key ways to get graduating student ASME members to upgrade to full member is to maintain personal contact with them. ASME is a large and complex organization that can be difficult to understand. ASME must initiate contact with ECEs, introduce them to other ASME activities, and provide them with a direct means of communication with ASME leadership.

After the ECF, the LPC should send a follow-up letter on behalf of the Sponsoring Unit to all attendees thanking them for attending and encouraging them to become active in ASME. The letter should include information regarding local activities and opportunities for the individual to become involved. By inviting ECEs to participate in the Sponsoring Unit's activities, it will not only provide ECEs an opportunity for involvement, but it will also help the ECE feel welcome. See [Appendix S](#) for a sample letter.

Feedback to ASME Centers Staff

After ECF completion, feedback to the ASME Center Sector Committee on CECD is essential. ECFs are meant to continually improve and be of service to engineers. Of particular interest are lessons learned in ECF planning, marketing, and executing, as well as the number of attendees, costs, and usefulness of this guide. This information should be provided to the ECF Project Team Chair of the CECD and to the ASME staff contact. See [Appendix A](#) for CECD contact information. A follow-up discussion will be held between the LPC, ECF Project Team chair, and ASME staff.

Best Practices Tip:

- ❖ Follow-up activities can make ECEs feel wanted and more likely to continue participation in ASME.
- ❖ Creating a network of satisfied internal and external customers will aid you increase section/unit grassroots efforts for all ECE engineers.
- ❖ Don't focus just on membership development. Serve all early career engineers in your area, no matter their membership status.

CONTINUING INVOLVEMENT: OUTREACH DEVELOPMENT

The main element necessary to building a relationship toward lifelong learning and technical fellowship with ECEs is more relevant local activities. To address this need, the LPC should transform itself into or create an ECEC within the local ASME section. The section should empower the ECEC to develop and promote activities, programs, initiatives, etc., which will continue to benefit ECEs at the local level.

Below are suggestions to address the needs of ECEs identified earlier in this guide. These ideas are based on activities suggested by survey respondents and focus group participants.

Employment Assistance Activities

Dinner Meetings

Dinner meetings may be either stand-alone events or part of section meetings, with a speaker on a topic of interest to ECEs, such as personal leadership development. These gatherings generate opportunities for ECEs to meet other industry professionals, provide mentoring opportunities, and teach networking skills. Each table should include a local representative of a technical division and section officer to provide support, career guidance, and offer suggestions on how to become active in ASME.

Mechanical Engineering Career Displays (MECD)

The MECD may be sponsored as part of an ECF or as an activity at a local ASME section meeting. It will provide those seeking employment with a view of the mechanical engineering careers available in the local area. Companies representing local industries in the section may send representatives and promotional displays highlighting their organization and how mechanical engineers are involved in daily operations.

Local Plant Tours

Tours may be arranged to provide ECEs with a firsthand look at how industry operates. This activity may be used to strengthen coordinating efforts between technical divisions, the local ASME sections, and student ASME sections. The tour should be scheduled based on the target audience and the plant's policies.

Bulletins

Encounters with ASME need not be strictly in the form of meetings. Relevant information can also be disseminated in writing through media such as the Internet and newsletters. To better communicate with ECEs and enhance ASME membership value, the ECEC may create an online community on the ASME Peerlink, publish a newsletter, or feature a regular column in the section's newsletter. Topics of key interest to ECEs are:

- Statistics about the profession, such as the demand for mechanical engineers in various industries and salary surveys, including ranges and benefits.
- Management and career development issues pertinent to ECEs.
- FE/PE sources and benefits.
- Profiles of ECEs in small, medium, and large companies.
- Information on ASME member services, benefits, and key contact information.
- Articles about local engineers' lifestyles and how to get involved in the local section.

The ECEC may establish a Web site containing information about its activities and a well-monitored electronic bulletin board listing local job opportunities with links to local company sites and personal contact information for networking.

Senior and Student Section Synergy

The link of a formal structure, such as the school setting, no longer exists once ECEs graduate. This creates the need for transitional services from student to full ASME membership. The ECEC may provide such a link by coordinating activities with local student sections. The ECEC can invite student sections to hold joint meetings with the local section. Among the issues to address at these meetings is how to make the transition into industry after graduation or how to decide what areas to study. Engineers and human resources personnel from local industries may make presentations. Section officers may speak on how to maintain ties with ASME after graduation. Students need to understand ASME is an international organization and sections exist practically everywhere they could live. Students also need to understand they can transfer their membership to another section when they move to another location.

The Need to Support ASME

Many ECEs are unaware of what ASME can do for them. To address this issue, the ECEC may:

- Disseminate success stories, either at meetings or through publications, about what ASME members have gained professionally and personally through ASME involvement. Examples include the leadership and networking skills learned by volunteering with ASME, how these skills provide an advantage over peers who are not involved, and the benefits of valuable contacts made through ASME.
- Offer introductory section meetings on what ASME really is for ECEs, especially for new members. This should be an informative, fun meeting in a social setting to make ECEs feel comfortable about becoming involved.
- Make personal contacts (either by phone, fax, mail, or e-mail) with ECEs who are new to the section, to avoid their awkwardness of showing up at meetings not knowing anyone. This makes them feel welcome.
- Develop ways to encourage employer support of ASME dues and to understand the value of ASME participation. Many ECEs state they cannot renew their ASME

membership without company support. Employers need to understand how ASME membership makes ECEs better engineers.

VALUE-ADDED ECF COMPONENTS: OPTIONAL ACTIVITIES

In addition to the standard format of the ECF, these additional activities would prove attractive to the target population and add value to the overall program. These activities will add additional revenues and expenses in the budget. See [Appendix Q](#) for a sample budget.

Innovation Design Competition: Target Audience of Engineering Students

An activity created and successfully launched at the 2006 Philadelphia ECF is the Innovation Design Competition. This competition consists of a business challenge, like the TV show, *The Apprentice*, with an engineering twist. Teams are selected randomly from the ECF attendees who are interested in the competition. The teams are assigned to develop a design and present it. Scoring for the competition is based on two main components. Developing a creative design is 50% of the scoring and delivering an effective business presentation is the other 50%. The judges look for teams who can develop a creative design and effectively sell their design. Engineers with excellent business and management skills are in high demand and this competition tests and develops those skills. See [Appendix L](#) and [Appendix M](#) for a sample competition.

Career Fair or Career Expo: Target Audience of Early Career to Mid-Career

Increasing the number of ECFs will help ASME gain recognition, support, and involvement from industry. ECFs also provide ECEs with a broader exposure to engineering practice than they can get within the confines of their own companies and industries. Since many companies need to hire qualified ECEs to replace the increasing numbers of retiring engineers and program managers, career fairs benefit both industry and ECEs. The ECFs will be increasingly promoted as useful venues for company exposure to talented ECEs and upper-level engineering students.



The ECF and the ASME Centers mission are predominantly about professional content. Introducing career fairs and expos in conjunction with ECFs is an experimental approach intended to synergistically increase corporate visibility and opportunities and attract more ECEs to ECFs. The fairs and expos will be designed to primarily feature companies who hire engineers, but they can also feature a proportion of graduate schools, engineering advocacy groups, and membership opportunities. The first career fair was introduced at the 2006 ASME IMECE in Chicago. Although the career fair is targeted for ECEs, senior-level engineers would benefit from the event as well.

Video and Digital Content to Reach a Wider Audience

In addition to registration and corporate sponsorships, the central deliverable of an ECF is digital content useful to ECEs. The ECFs will extend the impact by capturing and delivering digitized content through an appropriate mix of video streaming, web-based audio interviews and discussions, webcasting, and podcasting using the ASME.org platform.

The Sponsoring Unit has the opportunity to share the ECF using video and digital media. Contact ASME Centers staff at earlycareerengineers@asme.org to discuss this option. There are associated legal issues and quality standards that must be addressed. ASME Centers staff will help anyone interested in this technology.

The LPC can capture video and audio tracks of ECF presentations, personal interviews and moderated discussions with featured speakers.

Digital content will be available and promoted as an ASME members-only benefit. Non-members will be encouraged to join to gain access to the content for a fee. In addition, the ECF Web site would be designed to include a brief description of the content to entice visitors to continue on to the full posted content. The *ME Today* online magazine, the Early Career Center, and the members-only Web site will all be access platforms for the content.

The content will extend the reach of the ECFs to a worldwide audience of individual engineers and corporations. It will begin a digital community and library of professional development content that will enhance ASME's other web-based learning tools and ASME's relevance to industry.

EARLY CAREER FORUM: APPENDIX

Appendix A: ECF (Project Team)

This project involves the development of ECF programs, including format, content, speaker identification, etc., held in conjunction with the ASME IMECE, and other ASME conferences and local events.

ECFs provide awareness of trends and opportunities in the profession among ECEs (engineers with less than 10 years of experience) and offers practical advice and information to help advance ECEs' careers through accounts of *real-life* experiences and success stories by professionals in the industry.

If you are interested in getting involved with this project team, please contact the Chair below.

[Eduardo Barrientos](#), Chair
Graduate Student, Pennsylvania State University
Peerlink Display Name: barrientos

[Ruth Tan](#)
Innovation Planning Manager, Unilever Canada
Peerlink Display Name: Ruthtan

[Brian Gin](#)
Mechanical Engineer, NAT-Seattle
Peerlink Display Name: Brian Gin

[Meredith Caldwell](#)
Engineer III, Southern Nuclear Operating
CoP Display Name: CaldwellM

[Elizabeth Schwartz](#)
Project Engineer, Ford Audio-Video Systems
Peerlink Display Name: SchwartzE3

[Fawad Kiramat](#)
Asst. Maintenance Engineer, MOL Pakistan Oil & Gas Co. B.V.
CoP Display Name: fawad

[Anita Rebarchak](#)
Manufacturing Process Engineer, Pratt & Whitney
CoP Display Name: RebarchakA

[Jen Jewers](#)
Refrigeration Engineer, Henderson Engineers, Inc.
Peerlink Display Name: JewersJ

ASME Contact: [Cheryl Hasan](#)
Center for Professional Development, Practice and Ethics

Appendix B: Sponsorship Letter Sample

[Date]

[Name of Speaker]

[Title/Position]

[Company or Organization]

[Street Mailing Address]

[City, State Zip Code]

Re: Early Career Forum-Sponsorship Opportunity

Dear Mr. or Ms. [Name],

ASME International is a not-for-profit professional association that promotes and enhances the technical competency and professional well-being of our members, and through quality programs and activities in mechanical engineering, better enables its practitioners to contribute to the well-being of humankind.

In 1992, ASME established a program, which is now called the Early Career Forum (ECF), to provide early career engineers with firsthand advice and information on issues relevant to their careers. While the ECF is intended for engineers with less than 10 years of experience, more experienced engineers may find the topics presented of interest, and students are also welcome to participate. The ECF estimated attendance is [enter estimated attendance here].

This award-winning program was honored with a Certificate of Achievement in the 1994 Awards of Excellence in Education competition sponsored by the American Society of Association Executives (ASAE) in the category of Single Seminar Programs; and was also elected to the ASAE's 1997 Associations Advance America Honor Roll. For complete details of past ECFs visit <http://www.asme.org/Communities/EarlyCareer/Forum/> or [enter your ECF Web site here].

We invite you to partner with us in hosting this year's ECF. Your investment will give your company increased visibility with the ASME members, early career engineers in particular.

Many of these talented early career engineers are eager to learn more about companies like yours, particularly opportunities, career options, and corporate culture. This is a great way for your company to connect with them and present your message on a local level. The following pages outline the benefits and opportunities of involvement in the ECF and its promotion.

The ECF will take place on [Date, Time, Venue, and Web site].

Appendix B-continued

Thank you for considering this opportunity. We look forward to speaking with you directly to discuss your participation. In the meantime, if you have any questions, please contact me at [Contact Information].

Sincerely,

[Signature, Name, Contact Information]

Appendix B-continued

About the Early Career Forum (ECF)

The ECF has been successful since its inception and is meant to increase early career engineers' awareness of trends and opportunities in the profession. It provides *practical* advice and information to help advance attendees careers through accounts of *real-life* experiences and success stories by professionals in industry.

This [one-day or half-day] event consists of presentations and panel discussions. The speakers and panelists are engineers, managers, and other professional experts who volunteer their time and expertise. The ECF also gives a local early career engineer the opportunity to moderate the program, which develops his or her communication skills.

This year's ECF will focus on [ECF Theme] and will include [XXX] different presentations and a panel discussion. The program topics are:

[List your topics here]

Enhance Your Company Profile and Visibility

The ECF offers your company a unique sponsorship opportunity to reach and influence early career engineers and engineering students.

- Associate your company's name with ASME, a leading standard-setting organization that is providing an unmatched opportunity for engineers to learn from industry luminaries about the emerging business challenges.
- Reach a captive audience of [xxx] mechanical engineering professionals and students.
- Attain promotional exposure.

[List any other exposure a company could receive]

Sample Sponsorship Level

[List the different levels and benefits for participation based on your ECF.] A sample of sponsorship levels are shown below. The actual sponsorship amounts and levels should be determined by the value or the benefits within each level.

Associate Sponsor \$1,000 (*Sample*)

- Company logo placed on the ASME ECF program Web site.
- Company name and logo printed on sign at the entrance to the ECF.
- Company name, logo, and description listed on the direct mailing distributed to each ECF attendee.
- Company literature included in the ECF registration packets, announcing new products, services, samples, or job opportunities.

Appendix B-continued

- Registration Bag & Insert (sample) **\$2,500**

Distributed on-site to every attendee, and filled with pertinent ECF information along with your company flyer or brochure. Have your custom logo printed along with ASME's logo on the tote.

- Career Fair* (sample) **\$5,000**

Sponsorship includes a complimentary table-top display and signage. Complimentary refreshments guarantee a crowd hungry for your message.

- Innovation Design Competition* (sample) **\$7,000**

This competition consists of a business challenge, like the TV show, *The Apprentice*, with an engineering twist. Teams are selected randomly from the ECF attendees who are interested in the competition. The teams are assigned to develop a design and present it. Scoring for the competition is based on two main components. Developing a creative design is 50% of the scoring and delivering an effective business presentation is the other 50%. The judges look for teams who can develop a creative design and effectively sell their design. Engineers with excellent business and management skills are in high demand and this competition tests and develops those skills.

* Sponsored Event Includes:

- Four-color, half-page advertisement in the event program.
- Company logo with hotlink on [Sections Event] Web site.
- Two complimentary event registrations.
- Signage at the event.
- Marketing collateral distribution in high traffic areas.

Note: Do not undervalue what you have to offer a company.

Appendix C: Speaker Biography Sample

Steve Montgomery Program Manager/Engineering Design Manager Intel Corporation

Steve Montgomery received his B.S. from the University of Illinois in 1994 in Mechanical Engineering and both the M.S. and Ph.D. degrees in Mechanical Engineering from Purdue University in 1996 and 2000, respectively. Upon graduation, he joined Intel Corporation as a Senior Systems Engineer in 2000, attached to a Research and Development team in DuPont, WA. In this position he developed next-generation heat transfer solutions for Intel microprocessors. Some of his projects included fouling of high density heat sinks, advanced thermosyphon and heat pipe designs, liquid cooling systems, thermal analysis of data centers, and nanotechnology-based thermal interface materials. Steve was one of the first researchers at Intel to develop experimental macromaterials based on carbon nanotubes. He holds several patents in this area.

In 2004, Steve began managing a small team of mechanical engineers dedicated to advanced prototypes and concepts and in 2005 accepted the dual positions of program manager and design manager for an experimental test chip program. This effort involved managing a full department while coordinating new process flows and materials, silicon design, and packaging development for a brand-new technology. Steve continues to lead this group and program today.

Appendix D: Recommended Schedule of Activities

Lead Time	Activity	Dates
24 Weeks	Sponsoring Unit determines LPC; identifying key individuals from the local section and those from industry. All LPC members do not have to necessarily be ASME members. Identify ECF moderator.	
22 Weeks	LPC corresponds with Sponsoring Unit volunteers to brainstorm suitable topics. It is ideal to survey the local area ASME members to determine topics.	
20 Weeks	LPC drafts preliminary schedule with proposed topics and sends it to Sponsoring Unit and local ASME section for assistance in finding speakers; maintains dialogue with Sponsoring Unit on the progress of finding speakers; makes programming modifications as needed.	
20 Weeks	Develop a Marketing Plan. This would include identifying the target audiences, how to get the message out to the masses (e-mail, word of mouth, newsletters, calendar of events, etc.)	
17 Weeks	LPC sends letters to identified speakers briefing them about the ECF concept and requesting information for inclusion in the publicity brochure (presentation title, brief description of presentation, and short biographical sketch) and audio-visual needs.	
15 Weeks	LPC requests ASME staff to: perform membership demographics analysis of ECEs within a 300- to 500-mile radius of proposed venue for e-mail blasts and 200-miles for brochure mailing; produce ASME mailing labels; rent outside mailing lists to promote the ECF (optional). E-mail can also be sent through the ASME list serve system.	
12 Weeks	LPC finalizes ECF information and writes text input for the brochure.	
10 Weeks	LPC submits text input to ASME Creative Services staff to do the design, proofreading, and trafficking of brochure to printer and mail house (optional); LPC sets up advance registration on Acteva. LPC submits final program information to ASME News and Communications Department staff for national publicity and media coverage and to put program information on ASME.org Calendar of Events.	
7 Weeks	Brochures must be put in mail to be received 4 weeks prior to ECF.	
6 Weeks	LPC distributes brochures to all local contacts (speakers, ASME section and districts, local industry, etc.) requesting they post information about the ECF at their company or organization and encourage more ECEs to attend; respond to inquiries about the ECF as they come in (optional: inquiries may be handled by ASME InfoCentral staff).	
6 Weeks	LPC produces registration packets; sends out confirmation letters to advanced registrants; and prepares certificates of appreciation for speakers. LPC designs and prints ECF Evaluation Forms and program agenda for distribution at the ECF. Optional: ASME staff ships registration materials to LPC (ASME promotional literature, and certificates).	
Week or Day of ECF	LPC travels to ECF with registration materials; sets up registration area; meets and briefs speakers; instructs local assistants how to handle registration (i.e., give advance registrants their name badges, advance registration roster; register and collect payment from on-site registrants, etc.); collects surveys at conclusion of ECF.	
After ECF	LPC reconciles and sends registration fees collected to Sponsoring Unit; sends copies of on-site registration forms to ASME staff for data entry (optional); requests roster/labels of attendees from ASME staff to follow-up with potential membership development (optional); LPC mails thank-you letters to speakers and attendees; analyzes survey forms and reports outcome to Sponsoring Unit and the CECD ECF project team.	

Appendix E: ECF Topics and Themes

ECF General Themes

- Public Policy and the Future of Engineering
- Engineering Entrepreneurship & Innovation
- The Business Person Is an Engineer
- Which Path Is Right for Me: Creating Your Own Success
- Effective Presentations and Communications in the Workplace
- How to Manage & Advance Your Career
- The Global Landscape: Essential Strategies to Transform Your Career in the Gas Turbine Industry
- Engineering Management: Best Practices for Your Career

Past ECF Professional Development Topics

- 10 Biggest Financial Mistakes and How to Avoid Them
- ASME – What's In It For Me?
- Is a PE License for Me? (and preparation process)
- Art of Persuasion – Influence without Authority
- Delivering Winning Presentations
- Processing a Job Offer: Weighing the Benefits (401K, Bonus, Stock Options, Medical Insurance)
- Resume Skills and Acing the Interview
- Win-Win Career Negotiations
- Project Management/Leadership
- How to Communicate Effectively
- Entrepreneurship
- Multi-Disciplinary Engineering
- Globalization of Engineering
- Business Etiquette
- How to Climb the Corporate Ladder
- Unwritten Rules of Engineering
- Engineers Keys to Success
- Distinguishing Yourself in the Workplace
- Leadership Skills for Engineers
- View from the Top: Panel discussion with Corporate Upper Management
- Career Planning
- Global Collaboration (Diversity: Culture, Language, Boundaries & How to Bridge Differences)
- Competing in the Job Market – Panel Discussion
- Common Sense Guide to Street Smart Ethics
- Understanding People
- Workplace Survival – Panel Discussion

Appendix E-continued

- Industry Perspective: Charting Your Career in an Emerging Multidisciplinary Engineering Environment – Panel Discussion
- Financial Planning

Suggested Program Topics

Job Opportunities

- Panel discussion on job opportunities in 3 primary ME areas (production, design, and thermo)
- Small and medium businesses
- How young engineers make a job transfer from an unrelated engineering field to an ME field
- Opportunities in other areas of the world
- More engineering opportunities, especially in manufacturing
- Environmental engineering
- Future engineering areas that could be pursued by engineers with 0-5 years experience
- Where exactly to look for jobs (for all types of fields ME's get into)
- Workshops divided into specific areas of work (would benefit students more than general insight at large presentations)
- Global interdependence of engineers with other countries
- Information on actual careers
- Greater range of career topics and how to get into them
- More overall job futures; what fields are good/bad
- Present overviews of specific fields, what is happening in that field, how they will grow in the future, and how a young engineer would prepare for that
- More topics on engineering interests in other fields
- Entry level engineers presentations
- Number of students graduating and being placed in the nuclear field within 6 months
- Industry trends

Career Advancement Strategies

- Dealing with office politics
- Implementing new ideas into your company
- Stereotypes (e.g., of minority/female engineers, geeks, and stereotypes that we have of others--marketing people, accountants, management, etc.)
- Continue to cover career growth and panel of executives
- Rebelling against the 70-hour workweek (it would be nice to know that that is not necessary from someone successful)
- Ways to enhance your career
- More in-depth look into *dual career path*, not just the work (ASME, working with others, etc.)

Appendix E-continued

- Job benefits (list comparison, etc.)
- Transition from college to the job
- Job search strategies
- Networking
- Career planning (elaborate on career milestones)
- A short program into insights about managing people at work; technical track versus management track; career plan for engineers. These would be beneficial to younger engineers who are still thinking about what they would like to do.
- Just more experience from pioneers who have succeeded and can relate why/how they succeeded

Education/Training Issues

- What's better--MBA or MS Engineering in one's field
- Importance of getting PE license
- More info on student opportunities
- Team-building
- Empowerment
- Specific information on benefits of various educational degrees
- Managing your time on the job
- First day on the job-what to do
- How to begin first project

Personal Development

- Presentation on what kind of job you would like
- Ethics
- More on financial planning

Technical Information

- Case studies related to product development
- Topics on concurrent engineering
- Advances in more efficient fuels/engines
- Natural methods of obtaining fuels (bio-gas)
- Deregulation
- Future technology
- ASMENET-how do we use it? What is it?

Appendix F: Topic Survey Sample

The [Name of group] of ASME is in the process of developing the program content for the Early Career Forum (ECF) scheduled to take place on [Date]. The theme for this ECF is ["_____."] By completing this survey, you will help identify the topics most interesting to early career engineers in your area.

1. Please indicate the top 5 topics in order of importance (1 being the most important) on Technical issues related to the mechanical engineering profession you would like to see addressed at the ECF:

____ [Technical Topic]
____ [Technical Topic]
____ [Technical Topic]
____ [Technical Topic]
____ [Technical Topic]
____ Other topic(s): _____

2. Please indicate the top 5 topics in order of importance (1 being the most important) on issues related to Professional Career Development you would like to see addressed at the ECF:

____ [Professional Career Development Topic]
____ [Professional Career Development Topic]
____ [Professional Career Development Topic]
____ [Professional Career Development Topic]
____ [Professional Career Development Topic]
____ Other topic(s): _____

3. Please list the information resources you currently use to get Professional Training (for example: universities, organizations, publications, on-line services, seminars, etc.).
-

4. Are you interested in volunteering to assist with this ECF?

___ YES, please contact me!

Name: _____ E-mail: _____

Phone Number: _____

___ NO, I cannot assist, but I am interested in attending the ECF.

___ NO, I cannot assist or attend the ECF.

Appendix G: Speaker Invitation Sample

[Date]

[Name of Speaker]

[Title/Position]

[Company or Organization]

[Street Mailing Address]

[City, State Zip Code]

Dear Mr. or Ms. [Name],

On behalf of the [section/chapter of ASME], I am pleased to extend an invitation to you as a speaker at the ASME Early Career Forum (ECF) located in [City, State] on [Date of ECF].

In 1992, ASME established a program, which is now called the Early Career Forum (ECF), to provide early career engineers with firsthand advice and information on issues relevant to their careers. Attendees at this particular ECF will consist of early career engineers and engineering students from the local area.

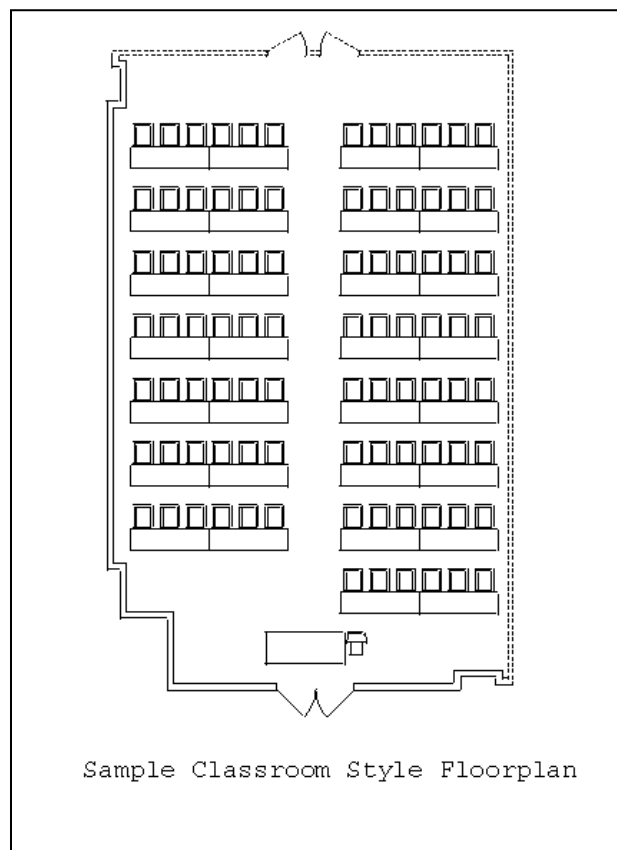
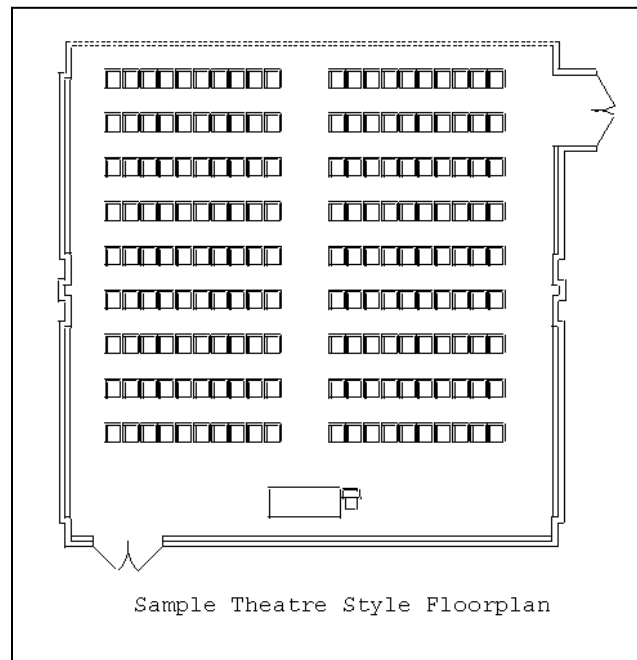
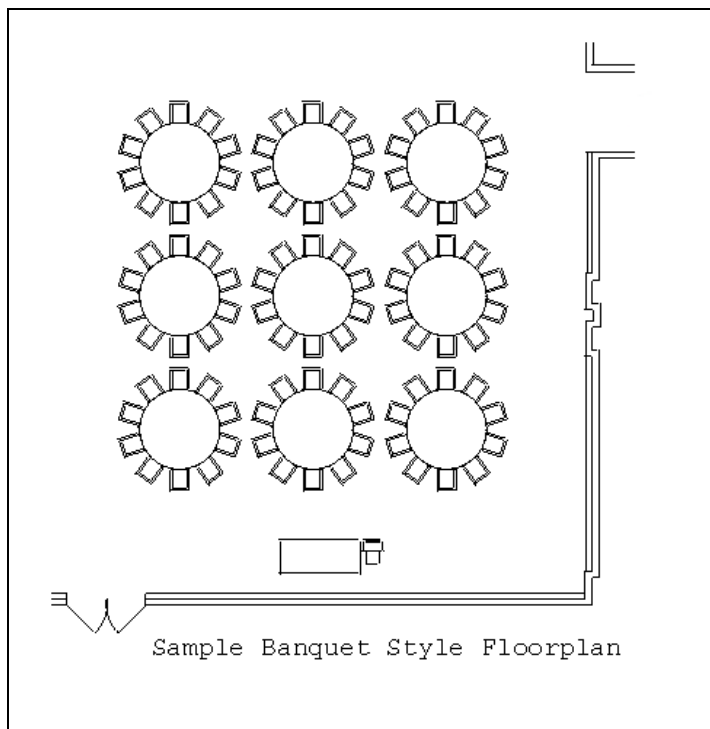
As the [Enter credentials of individual], you bring excellent knowledge and experience to offer early career engineers and students who will be in attendance. I hope you will be able to deliver a presentation on [description of topic]. We have a [XX] minute time slot available.

We sincerely hope you will accept our invitation. Please feel free to contact me at [Enter contact information] with any questions. Thank you very much for your time and consideration.

Best Regards,

[Requester's Name and Signature]

Appendix H: Meeting Room Set-up Styles



Basic Audio/Visual Equipment:

1. LCD Projector
2. Screen
3. Podium
4. Microphones (Handheld or Lapel)
5. Laptop/Computer with MS-PowerPoint Software loaded

Appendix I: Evaluation Form Sample

ASME Early Career Forum EVALUATION [Day and Date of ECF], [Venue]

Please take a moment to complete this evaluation, as it will help us continue to improve the Early Career Development Forum program. Thank you.

► Rank the following Early Career Development Forum sessions in order of preference 1 (*not valuable*) to 10 (*extremely valuable*) based on your overall level of interest in the topic, the quality of content and discussion.

	1	2	3	4	5	6	7	8	9	10
	Not valuable					Extremely Valuable				
[Topic #1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic #2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic #3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic #4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic #5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic #6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

► Overall how satisfied are you with this Early Career Development Forum?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not at all satisfied

Extremely Satisfied

► Considering everything you do with ASME, what is your overall satisfaction with ASME?

1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not at all satisfied

Extremely Satisfied

► Are you registered to attend the ASME 2008 IMECE? ☐ Yes ☐ No

► How did you learn about this event?

Friend	Received E-mail notification	ME Today Newsletter	IMECE Web site	Other, please explain	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

► Who paid for your registration? You ☐ Employer ☐ Other: _____

► Are you an ASME member? ☐ Yes ☐ No

► Are you an ☐ Engineering Student (undergraduate) ☐ Engineering Student (graduate)
☐ Early Career Engineer ☐ Other

► Which category best describes your age? ☐ Under 21 years of age ☐ 21-35 years of age
☐ Over 36 years of age ☐ Prefer not to answer

► Additional Comments: (i.e. How this program may be improved or what was valuable about it, etc.)

Appendix J: Invitation Sample

Standard Mail Sample

[Date]

[Name]

[Title/Position]

[Company or Organization]

[Street Mailing Address]

[City, State Zip Code]

RE: Letter of Invitation

[Chapter]

[ECF Name and Date]

[ECF Venue]

Dear Mr. or Ms. [Name],

The [chapter/section/district] of the American Society of Mechanical Engineers (ASME) is proud to extend our formal invitation for you and your fellow employees to attend our first hosting of the Annual [Region Name] Early Career Forum (ECF) on [ECF Date].

In 1992, ASME established a program, which is now called the Early Career Forum (ECF), to provide early career engineers with firsthand advice and information on issues relevant to their careers. The ECF provides *practical* advice and information to help you advance in your career through accounts of *real-life* experiences and success stories by professionals in industry. The ECF is delivered as a one-day event consisting of presentations and panel discussions. A general schedule of the ECF is below:

[Place your agenda here or provide the link to your Web site outlining the ECF agenda]

This great networking event is extremely beneficial to students, early career engineers, and senior engineers. We are taking the initiative to connect the early career engineers and students and who will attend this event with employers looking to hire. We will have a list of employers on our Web site who are looking to hire engineers, so if you wish to have your company on that list, please contact us. There is an anticipated attendance of [XXX] people ranging from senior engineering students to senior engineers in the industry. The Early Registration Fee by [Date] of [\$xx], or after that, Regular Registration Fee of [\$xx] includes breakfast, lunch, and an optional dinner. Dinner is limited to a certain number, so please RSVP early! To register, please visit: [Enter Registration Link].

I look forward to seeing you at our [chapter/section/district] ECF. If you have any questions, please feel free to contact the ECF coordinator, [Enter Contact Information]. Thank you for your time and consideration.

Best Regards,

[Signature]

[ASME Affiliation/Title]

[Contact Information]

Appendix J-continued

E-Mail Invite for Local Societies and Organizations Sample

Dear Mr. or Ms. [Name],

I am writing to ask you for your support in the promotion of the ASME Early Career Forum (ECF) that will be held on [ECF date] at the [Venue] in [City], [State].

We would like the opportunity to alert our chapter members at the [Name of Society], age 20-35, about the event through your general communication channels including your newsletters, Web site, and event calendars. The program details and registration information can be found at [Web site for your ECF].

The ECF is a special event that provides awareness of trends and opportunities in the engineering profession among early career engineers (0-10 years experience in professional practice), and offers *practical* advice and information to help advance their careers through accounts of *real-life* experiences from senior engineers and managers in the industry.

Thank you for your consideration. Should you have any questions, please don't hesitate to contact me at [phone number] or via email [your email address].

Best Regards,

[Sender's Name]

Appendix K: Event Script Sample

Start	End	Speaker	Topic
9:00	10 AM		Registration & Breakfast
9:55	10:00		Assemble attendees into room
10:00		xxxx	Welcome, Introduce Moderator
10:00	10:05	xxxx	Introduction, Welcome, Overview of Days Events
10:05	10:10	xxxx	ASME Presidents Remarks
10:10	10:15	xxxx	Dean's Remarks
10:15		xxxx	Introduce Speaker #1
10:15	11:00	xxxx	Speaker #1
11:00		xxxx	Introduce Speaker #2
11:00	11:45	xxxx	Speaker #2
11:45		xxxx	Introduce Sponsors
11:45	11:55		Speakers: Sunoco, Philly Section, Mgmt. Division
11:55	12:05 PM	xxxx	Introduction of Amtrak Competition
12:05 PM		xxxx	Lunch, Resume Review Details, Preview of afternoon activities
12:10	1:10		Lunch & Market Research Availability
12:30	1:10		Resume Review Availability
1:10	1:15		Assemble attendees into room
1:15		xxxx	Introduce Keynote Speaker
1:15	2:00	xxxx	Keynote Speaker
2:00		xxxx	Panel Introduction
2:00	3:00	xxxx	Discussion
3:00	3:05	xxxx	Thank-yous and Acknowledgements
3:00	5:00		Innovation Design Competition
3:05	3:10	xxxx	Afternoon activities, assignments, & locations
3:10	5:00		Teams separate to develop design & presentation
3:10	5:00		Activities for non-competition attendees
3:10			Resume Review Availability
5:00	5:30		Everyone gathers in dining area for reception
5:30			Everyone is seated
5:30		xxxx	Introduction, Remarks
5:30	6:15		First half of team presentations
6:15		xxxx	Dinner remarks
6:15	6:30		Dinner is served
6:30	7:15		Second half of team presentations
7:15	7:30		Dessert is served, Judges collaborate
7:30	7:35	xxxx	Closing remarks, Thank-yous
7:35		Judges	Announcement of winning team
			Adjournment

Appendix L: The Innovation Design Competition Event Description Sample



[Date]

Innovation Design Competition

sponsored by the [Enter Sponsors]

Amtrak's Ride into the Future

Designing the Rail Passenger Seat of Tomorrow

Many of you have seen the TV show *The Apprentice* and wished you could be on it. Many of you yell at the TV when one of the team members on *The Apprentice* does something stupid. You critique the team members and question their judgment, at times thinking "If only I was on the show I would have done it right!"

Well here is your chance! The *Management Division* of ASME is proud to sponsor the *Innovation Design Competition* at the Second Annual Philadelphia Region Early Career Forum (ECF) on April 8, 2006. This competition will consist of a business challenge, like the show, with an engineering twist. Scoring for the competition is based on two main components. Developing a creative design is 50% of the scoring and delivering an effective business presentation is the other 50%. The judges look for teams who can develop a creative design and effectively sell their design. Engineers with excellent business and management skills are in very high demand and this competition will test your skills!

Everyone signed up for the competition will be placed in a team of four or five to compete in the competition. Teams will either be randomly assigned or attendees will have the choice to pick their teams upon arriving at the ECF. Each team will work together to develop the best business and engineering plan for the challenge. The challenge will be revealed before lunch so teams can begin their *market research* then. After the panel discussion at 3 pm, the teams will break out into their groups and have two hours to finish their *market research* and generate a PowerPoint presentation. *Market research* will be conducted by mingling with the audience while asking them for input regarding the challenge. After the teams complete their *market research*, a moderator will take the teams to a computer lab where they will have whatever time is left in the two hours to generate their PowerPoint presentation. Scanners will be available for those who want to scan in hand-drawn sketches of their design. During dinner each team will have five minutes to present its business and design solution to a panel of judges.

Appendix M: The Innovation Design Competition Proposal Sample

Amtrak's Ride into the Future Designing the Rail Passenger Seat of Tomorrow

Introduction

Today's typical rail passenger seat includes an armrest, a foldout tray, and a space on the back of the seat to store a magazine or book. Sometimes an electrical outlet is on the wall under the window.

But the future business traveler will require supportive and versatile accommodations. Many factors must be considered in designing the train cars of tomorrow, including passenger comfort, the use of technological devices, and flexible business services.

The Acela train is the newest train to address business traveler needs; however, from a traveler's perspective there are many possible improvements. What would the ideal business passenger's experience during a train ride include?

Scenario

Amtrak's future success relies on increasing and retaining profitable ridership; therefore, your consulting company has been hired by Amtrak to address the needs of the next generation business traveler, specifically in the Northeast corridor where most passenger travel is between 100-300 miles. You are to develop a concept for the next generation rail passenger seat and its immediate environs. The objective is to truly think outside the box, and to generate creative concepts utilizing emerging technologies, while taking into consideration the needs of the next generation business traveler.

Considerations

Listed below are some criteria to be considered in any seat design for Amtrak passenger cars:

1. Amtrak specification 683 – Long Distance Rail passenger Coach Seat (packet)
2. Amtrak Specification 665 – Seat Cushion Assemblies (packet)
3. Seat Envelope drawing 8441-1. This helps define the spatial environment that is available for a seat as well as attachment points to the car floor and side wall. (packet)
4. 49CFR 238 – all materials used on the seat need to comply with the smoke and flame requirements as defined by the Code of Federal Regulations. This prohibits some materials from being used – we try and stay away from wood.
5. APTA seat standard. This standard helps define the crashworthiness characteristics that any new seat needs to incorporate. (packet)
6. Cost of a 2-passenger coach seat is in the \$3000-\$3500 range.
7. Amtrak typically builds in the ability for the seats to be rotated which drives up the cost. This allows the seats to be rotated at end points of the trip, rather than turning the train around. Turnaround time for a train can be less than two hours.

Appendix M-continued

8. Just like the airlines, Amtrak needs to remove, clean, and replace the seat cushions. An easy-to-replace cushion assembly is a necessary feature.
9. Amtrak has looked at the airline-style first-class seat, which doubles as a bed, but has found the economics difficult to justify-the cost to the passenger that justifies the allotted space in the car. Similarly Amtrak uses the envelope drawing to help define the seat space requirements. The seat pitch will vary-coach class is around 37"-39", business and first-class is 42" to 46", and our long-distance seats have a pitch of 52". The seat design has to work within the guidelines shown on the envelope drawing; otherwise, the aisle width is not sufficient. To change the car interior dimensions is not usually the approach taken, as it has to comply with its own external envelope for clearances through tunnels, stations platforms, etc.
10. The ergonomics of the seat are crucial.
11. Seat must be durable, rugged, and survive constant abuse, including food and drink spillage. Typical maintenance life is four years.
12. Short term business traveler, the target audience, is the most discriminating customer. The act of sitting in a seat is one of four major points of experience (moments of truth) for an Amtrak customer. The other three are ticketing, timeliness of the train, and seeing the train exterior for the first time.
13. Consider the entire sitting environment, including lighting, environmental noise, luggage, materials, food and drink storage, and electronics and technology products.

Procedure

- Competitive teams will be formed of four or five people.
- A moderator will deliver a short talk on current ridership problems and outline the rules for the competition.
- Teams will then be on their own to conduct *market research*, to design and develop solutions to anticipated problems, and to create an effective presentation that addresses both technical and business considerations.
- To aid in the *market research*, six *role players* will be positioned throughout the main room. These individuals will be drawn from industry experts and business travelers. They will be available for the first hour of the contest to answer any questions and share their complaints, experiences, and ideas for perfect business traveler comfort.
- A physical scaled-down sample or drawings will be required in the presentation. These may be hand-drawn or computer generated.
- Each team will prepare a PowerPoint presentation that may include:
 - *Market research* and analysis.
 - Design specifics.
 - Materials, durability, and maintenance details.
 - Cost of manufacturing.
 - Suggested charge price to customers.
 - Marketing and advertising strategy to customers.
 - Estimated profit and loss statement.

Appendix M-continued

- Competitive analysis.
- Seven minutes will be allotted for each group: five minutes for the presentation and two minutes for questions by the industry experts. Teams will be cut-off at the time limit.
- There will be a time period of three hours permitted for research, design, and preparation.
- Suggested time allocation:
 - Hour 1: *Market research* and idea generation. Business travelers and industry experts will be available to share their perspectives and complaints about the current rail passenger experience.
 - Hour 2: Design development, market and competitive analysis, financial analysis (profit and loss statements).
 - Hour 3: Create PowerPoint presentation and rehearse oral presentation.

Judging & Awards

- Panel of three or four industry experts will be the official judges. All decisions of the judges will be final, and no review or appeal process is available.
- Scoring will be divided 50% on the technical concept and 50% on the presentation quality and business plan.
- First place team is awarded \$1500.
- Second place team is awarded \$1000.
- Third place team is awarded \$500.

Scoring

Total scoring will be out of 100 points, 50 points for Business Presentation and 50 points for Technical Design. Each category below is worth a maximum of 10 points.

Business Presentation

1. Presentation skills (clear delivery of idea being proposed)
2. Teamwork & Organization (does everyone in the team participate in the presentation, smooth flow from slide to slide)
3. Visual aids (simplify your proposal by using charts and graphs to display the business end of your presentation as a visual for the judges)
4. How well the results match *marketing research*
5. Marketing and advertising strategy

Appendix M-continued

Technical Design

1. Creativity, thinking *outside the box*, materials, appearance, use of space
2. Manufacturability: cost structure, ease of manufacturing, ability to modify and customize
3. Feasibility: seat rotation, space constraints
4. Stays within general Amtrak specifications
5. Durability: how does it survive in the real world on a daily basis?

Appendix N: Certificates of Appreciation Layout Sample

Modify for **Moderator/Presentation/Panel Discussion** speakers



This Certificate of Appreciation is Awarded to

John Doe

In testimony of the high regard of your associates and the deep appreciation of the Society for your valued services in advancing the engineering profession through your participation in the panel discussion,

"[Name of Session]"
at the

ASME Early Career Forum
[Venue of ECF]
[Date of ECF]

[Appropriate Signatures below:]

John Doe
District Leader,

Mary Jane Smith
Chair,

James Sparrow
Vice Chair, etc...

Appendix O: ECF Format Sample

9:00 am-9:15 am	Welcome and Introduction
9:15 am-10:30 am	Panel Discussion or Presentation (1-3 presentations, Q&A)
10:30 am-10:45 am	Break
10:45 am-12:00 pm	Panel Discussion or Presentation (1-3 presentations, Q&A)
12:00 pm-2:00 pm	Lunch
2:00 pm-3:15 pm	Panel Discussion (2-3 presentations, Q&A)
3:15 pm-3:30 pm	Break
3:30 pm-4:45 pm	Panel Discussion (2-3 presentations, Q&A)
4:45 pm-5:00 pm	Closing
5:00 pm-6:00 pm	Networking Reception (Optional)

- The panel discussions should include 2-3 individuals making presentations on the decided topic and a moderator facilitating the question and answer portion of session.
- The first two sessions can be either a panel discussion format or an individual speaker.
- The networking session is optional. It just depends on whether there is another opportunity for this type of activity.

ECF Format with a Career Fair and Innovation Design Competition

9:00 am-9:15 am	Welcome/Introduction
9:15 am-10:30 am	Panel Discussion or Presentation (1-3 presentations, Q&A)
10:30 am-11:45 am	Break
10:45 am-12:00 pm	Panel Discussion or Presentation (1-3 presentations, Q&A)
12:00 pm-1:30 pm	Lunch on their own
1:30 pm-3:30 pm	Career Fair
3:30 pm-5:00 pm	Innovation Design Competition
5:00 pm-6:00 pm	Networking Reception (Optional)/Awards

Appendix P: Press Release Sample

Contact: xxxx
Phone: xxxx
E-mail: xxxx

For Immediate Release

ASME TO HOLD EARLY CAREER FORUM IN PHILADELPHIA

Focus on Careers in the Bio-Pharmaceutical Industry

(Dateline here) – ASME and the International Society of Pharmaceutical Engineers (ISPE) will co-sponsor a forum for early career engineers who are interested in developing technical careers in the biotechnology and pharmaceutical industries.

The Early Career Forum will be held Sept. 11, 2006, at the Sheraton Philadelphia City Center in Philadelphia, PA. The one-day event will be held in conjunction with the ASME International Design Engineering Technical Conference, Sept. 10-13.

The forum will address professional career options for mechanical engineers, pharmaceutical manufacturers, consultants, vendors and suppliers of hardware, software and services, along with opportunities for growth in rapidly developing biotech and pharmaceutical career paths.

Andrew A. Signore, CEO and co-founder of Integrated Project Services (IPS), will deliver the keynote address focusing his comments on reasons why engineers and projects managers should set their sights on careers in the bio-pharmaceutical industry. He will also discuss current trends in finance, strategic marketing and compliance in the biotech field.

Forum attendees are invited to participate in a reception hosted by the University of Pennsylvania at the Museum of Archaeology and Anthropology. Free transportation will be provided to and from the hotel. To register for the forum or for further information, call 1-800-843-2763 or visit the Web site at <http://asmeconferences.org/IDETC06/BiotechPharma.cfm>.

-more-

Appendix P-continued

Early Career Forum/Pg. 2

ISPE is the world's largest not-for-profit association dedicated to educating and advancing pharmaceutical manufacturing professionals and their industry. Founded in 1980, today ISPE serves more than 23,000 members in 80 countries.

Founded in 1880 as the American Society of Mechanical Engineers, ASME is a not-for-profit professional organization promoting the art, science and practice of mechanical and multidisciplinary engineering and allied sciences. ASME develops codes and standards that enhance public safety, and provides lifelong learning and technical exchange opportunities benefiting the global engineering and technology community. ASME has more than 127,000 members worldwide.

-#-

Appendix R: Closing Report and Spreadsheet Sample

ECF Closing Report to CECD Sample

Please submit as a Word or PDF form and send to earlycareerengineers@asme.org with the subject line *ECF Recap Report*.

Name of Sponsoring Unit: _____
Date of ECF: _____
Time of ECF: _____
ECF Venue: _____
Report Submitted by: _____
Position: _____
Email: _____
ECF Attendance Total: _____
Number of ASME Members: _____
Number of Non-members: _____
Number of Early Career: _____
Number of Students: _____

Was the ECF a joint effort? ☐ Yes ☐ No
If so, please list organization or group below:

What did you learn from organizing the ECF that you would like to share with the CECD–ECF Project Team?

Is there anything you would have done differently?

Did you hold a career expo? ☐ Yes ☐ No
If yes, please provide details.

Did you hold an apprentice competition? ☐ Yes ☐ No
If yes, please provide details.

Please include the following:

- The actual ECF agenda (including the ECF Theme, Topics, Speaker Info, etc)
- An excel spreadsheet summarizing completed ECF evaluation forms.
- A financial overview for what was spent.

Appendix R-continued

Spreadsheet Sample

Topic #1	Topic #2	Topic #3	Overall how satisfied are you with this Early Career Development Forum?	Considering everything you do with ASME, what is your overall satisfaction with ASME?	What was valuable about this session?	Additional Comments	Are you an ASME member?	I am an ...	Which category best describes your age?	My registration fee was paid by...
6	9	10	6	9	An awareness to manage priorities was presented.	Just a short session but good topic.	Yes	Mid-Level Engineer and up	36-50 years of age	my employer
8	4	9	8	8	Tools and tips.		Yes	Early Career Engineer (0-10 years work experience)	21-35 years of age	Other
10	7	5	10	10	Many of these things I have learned the hard way. If it had been presented earlier in my career I would be at the leadership level I am now quite a bit faster.		Yes	Mid-Level Engineer and up	21-35 years of age	myself
7	6	10	7	8			Yes	Engineering Student (Undergraduate)	21-35 years of age	myself
8	9	8	7	8	The organizing of the up and coming events.		Yes	Engineering Student (Undergraduate)	21-35 years of age	myself
8	7	9	8	8	How to say no.		Yes	Mid-Level Engineer and up	36-50 years of age	my employer
9	9	3	9	7			Yes	Engineering Student (Undergraduate)	21-35 years of age	my university
7	8	7	7	9			Yes	Early Career Engineer (0-10 years work experience)	21-35 years of age	my employer
7	5	5	7	10	Speaker practices what he preaches so he was able to give realistic examples. Good tips on getting organized. Not enough emphasis on need for discipline. Nice Q and A.		Yes	Early Career Engineer (0-10 years work experience)	21-35 years of age	my employer

Appendix P-continued

Overall how satisfied are you with this Early Career Development Forum?				Considering everything you do with ASME, what is your overall satisfaction with ASME?						
Rating	No. of responses	10 and 9 added together, 6 through 1 added together, ignore 8 and 7	Divided each total by the Total sum of all responses		Rating	No. of responses	10 and 9 added together, 6 through 1 added together, ignore 8 and 7	Divided each total by the Total sum of all responses		
10	1				10	2				
9	1	2	22%		9	2	4	44%		
8	2				8	4				
7	4				7	1				
6	1				6					
5		1	11%		5		0	0%		
4					4					
3					3					
2					2					
1			Subtract the percentages to get NPS		1			Subtract the percentages to get NPS		
	9		11%			9		44%		
Topic #1	No. of responses			Topic #2	No. of responses			Topic #3	No. of responses	
10	1	10		10	0	0		10	2	20
9	1	9		9	3	27		9	2	18
8	3	24		8	1	8		8	1	8
7	3	21		7	2	14		7	1	7
6	1	6		6	1	6		6	0	0
5	0	0		5	1	5		5	2	10
4	0	0		4	1	4		4	0	0
3	0	0		3	0	0		3	1	3
2	0	0		2	0	0		2	0	0
1	0	0		1	0	0		1	0	0
	9	70			9	64			9	66
		7.78	Avg.			7.11	Avg.			7.33
										Avg.

Appendix S: Thank-you Letters Sample

Internal Assistance Letter Sample (appropriate to send via e-mail)

Dear ASME Colleague,

On behalf of the ASME Center for Professional Development, Practice & Ethics and the Committee on Early Career Development, thank you for helping us develop the 2006 ASME Early Career Forum (ECF) & Career Fair in Chicago, IL, Sunday, November 6, 2006.

Your recommendations for speakers, sponsors, etc was extremely valuable. Approximately 70 early career engineers and students attended the ECF and at least 250 individuals attended the career fair. We had 22 exhibitors; 7 of which were engineering companies.

We were also able to capture the ECF presentations and conduct 15 one-on-one audio-video interviews with early career engineers and more experienced engineers and other specialized professions. This activity will be very beneficial in helping us achieve a broader reach and distribution of the ECF program and give many other early career engineers and engineering students who were unable to attend the ECF the opportunity to learn from our speakers' experience and advice.

We hope you agree that programs like the ECF will help ASME shape new engineers one-by-one and provide a diverse array of more useful industry- and professionally-oriented inventory of products and services accessible on the ASME Web site.

Thank you for supporting early career programs and the future generation of engineers! It was a pleasure to work with you.

Sincerely,

[Senders Name and Signature]

Appendix S-continued

Letter to Speaker Sample (Send via Mail)

[Date]

[Name of Speaker]

[Title/Position]

[Company or Organization]

[Street Mailing Address]

[City, State Zip Code]

Dear Mr. or Ms. [Name],

On behalf of the ASME Center for Professional Development, Practice & Ethics and the Committee on Early Career Development, thank you for participating in the ASME Early Career Forum & Fair (ECFF) at the ASME International Mechanical Engineering Congress and Exposition in Seattle, WA, Sunday, November 11, 2007. Your expertise and experience gave the ECFF program a genuine perspective and will make a world of difference to the careers of early career engineers.

Your participation in the audio-video roundtable discussion and presentation focused on *Important Career Conversations in the Workplace* will help us to achieve a broader reach and distribution of the ECFF program content, and enhance an existing or a new module for the ASME Professional Practice Curriculum (PPC) for early career engineers.

We had approximately 110 attend the ECF and 218 at the career fair featuring 16 exhibiting engineering organizations. In addition to the attendance, we were able to conduct a total of 9 roundtable discussions and record 13 presentations over 2 days focused on contemporary career issues.

We hope you agree your invested time was worthwhile. Programs like the ECFF and PPC will help to shape newly established engineers one by one and provide a diverse collection of more useful industry- and professionally-oriented inventory of products and services accessible on the ASME Web site.

Thank you for supporting ASME and the future generation of engineers! It was a pleasure to work with you.

Sincerely,

[Senders Name and Signature]

Appendix S-continued

Follow-Up Letter to ECF Attendees Sample (Send via Mail)

[Date]

[Name]

[Title/Position]

[Company or Organization]

[Street Mailing Address]

[City, State Zip Code]

Dear Mr. or Ms. [Name],

On behalf of the [section/chapter of ASME], I wish to thank you for attending our [Name of ECF] on [ECF Date] in [Venue].

ASME established the Early Career Forum (ECF) to provide early career engineers with firsthand advice and information on issues relevant to their careers. We hope your experience with us at this ECF was positive and useful. And we hope you will continue to participate in programs sponsored by ASME.

If you have any suggestions about ways to improve our presentations or if you have any topics you would like us to explore, please contact us.

You can receive information about future events in your area by contacting [Name of Local Chair or Committee Head].

And we hope to be seeing you at many future events.

Yours truly,

[Local Officer or Program Chairman]

Appendix T: ECF Grant Funding for ASME Units and Sectors

Purpose

The ASME [Committee on Early Career Development](#) (CECD) is working to expand the production of Early Career Forums (ECF) to reach more early career engineers. CECD and the ASME [Old Guard](#) joined forces to provide both planning expertise and financial start-up grants to assist selected ASME units with ECF production. The ECFs are conducted to aid graduating students and recently graduated mechanical engineers in making the transition from university to professional life.

Grant Details

The grant provides up to \$2,000 to assist in the sponsorship of each approved ECF conducted.

- ECFs may be organized and conducted by any ASME Knowledge and Community Sector unit (a *Sponsoring Group*): district, section, sub-section, technical division, or institute. Other ASME sectors may co-sponsor an ECF in conjunction with a knowledge and community sector unit.
- Only one ECF Grant may be made for each geographical ASME district each year. At the sole discretion of the Old Guard, an additional ECF Grant may be made.
- The ECF to be conducted must prominently recognize *The ASME Old Guard and the Committee on Early Career Development* as a sponsor or cosponsor of the forum. Examples might be: District F Early Career Forum or the ASME Bioengineering Division Early Career Forum, or the ASME Philadelphia Section Early Career Forum, or the ASME Penn State Student Section Early Career Forum... Sponsored by the ASME Old Guard & the ASME Committee on Early Career Development

Corporate and other sponsors should also be appropriately recognized.

Application Deadlines

[Applications](#) must be submitted by **September 23rd**. Pending available funding a second application date of **April 15th** will be added. Please send the completed application along with all required documentation as a Word or PDF format to earlycareerengineers@asme.org with the subject line *ASME Early Career Forum (ECF) Grant Application*.

Application Process

Received applications will be submitted to the CECD ECF Project Team for review and endorsement. Recommended applications will be forwarded to the Old Guard Committee for the final selection process for their meeting at the ASME International Mechanical Engineering Congress & Exposition (IMECE). All applicants will be notified after the ASME IMECE (by November 30) and the ASME Annual Meeting (by June 30) regarding the status of their submitted application.

Appendix T-continued

ECF Results Report

The ECF organizing committee must submit a results report within 15 days after the ECF. The report should contain attendance metrics, final program, financial report, lessons learned, etc. The report must be submitted in either Word or PDF form to earlycareerengineers@asme.org with the subject line *ASME Old Guard Early Career Forum Grant Results Report*.

Appendix T-continued

ECF Grant Application

I. Enter the name of the Sponsoring Unit(s) below.

Name of Sponsoring Unit

II. Date of Submission

Date of Submission

III. Enter the name of the ECF LPC committee chair:

ECF LPC Chair Address Phone Number(s) E-mail Address

List any additional LPC members:

Name Address Phone Number(s) E-mail Address

Name Address Phone Number(s) E-mail Address

Name Address Phone Number(s) E-mail Address

Name Address Phone Number(s) E-mail Address

Appendix T-continued

IV. Fill in the title, date, and venue of the proposed ASME Old Guard ECF.

ECF Name Date Venue

V. Enter the amount you are seeking through this grant, the total amount of funding received (or to be received) from other sources and the total budget amount for the proposed Forum below.

Grant Amount Requested (up to \$2000) Total Funding from Other Sources Total Budget Amount

VI. In the space below, describe how the Old Guard will be recognized.

VII. The following documentation must be included with this application:

- ☐ Proposed ECF Agenda
- ☐ Proposed ECF Budget
- ☐ Projection of expected attendance and basis for estimate
- ☐ Listing of other sponsoring organizations and amounts committed or requested.
- ☐ A statement of what the LPC will do with any financial surplus at the conclusion of the ECF.
- ☐ A signed statement by the chair of the Sponsoring Unit that endorses the ECF and describes the resources and efforts that will be contributed to the project
- ☐ A signed statement by the ASME District Leader that endorses the ECF and describes the resources and efforts to be contributed to the project at the district level